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New Series

Vol. 2, No. 1

## BULLETIN

OF THE

# AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

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## PROCEEDINGS OF THE FOURTEENTH NATIONAL CONVENTION

MINNEAPOLIS

APRIL 13, 14 AND 15, 1926

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BALTIMORE

THE JOHNS HOPKINS PRESS

JULY, 1926

# AMERICAN ASSOCIATION OF COLLEGIATE REGISTRARS

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New Series Vol. II

JULY, 1926

No. 1

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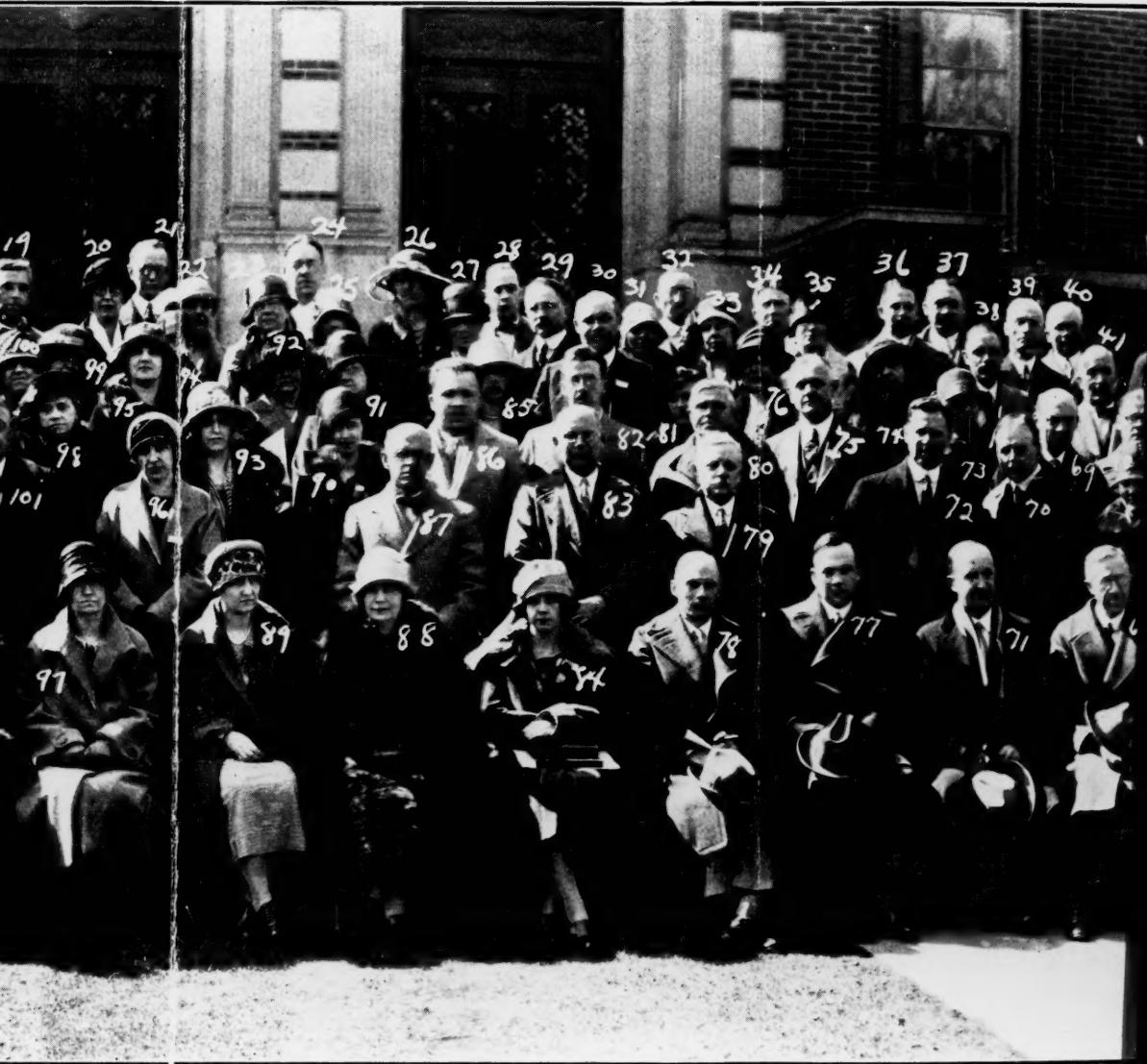
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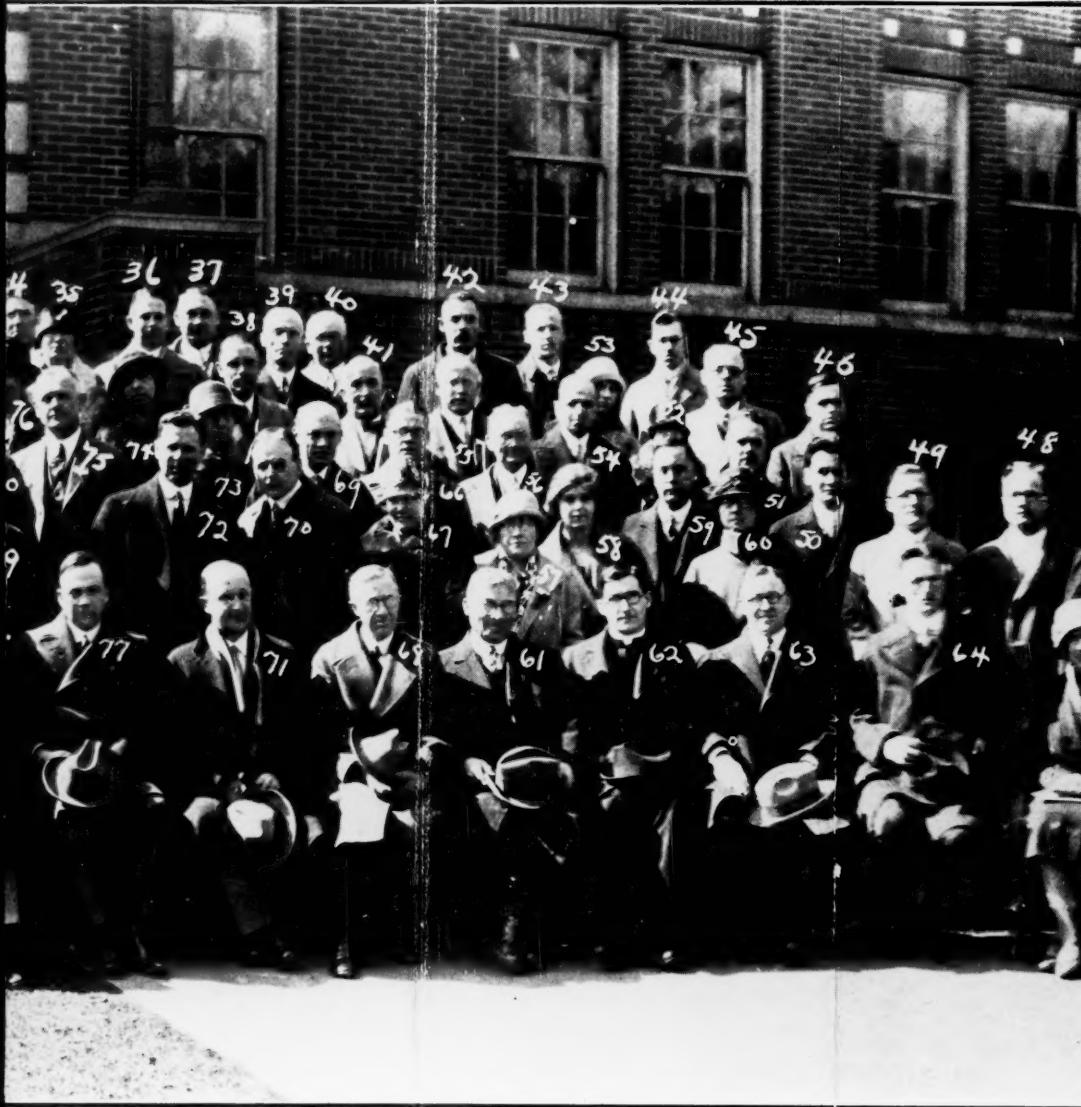
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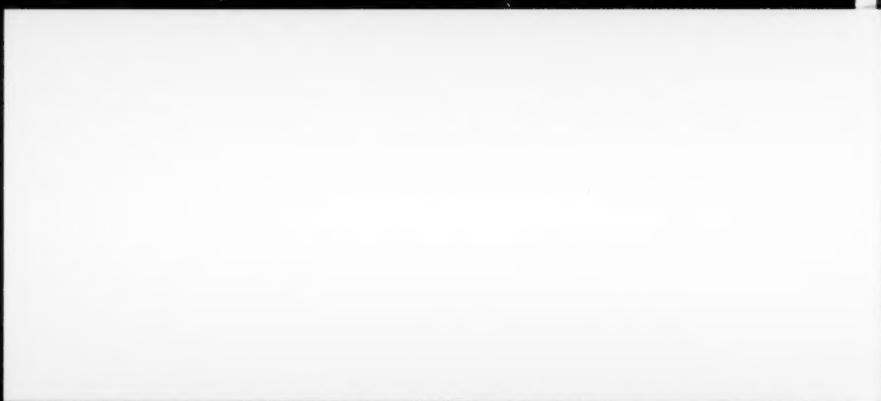


**FIFTEENTH NATIONAL CONVENTION**

**WILL BE HELD IN**

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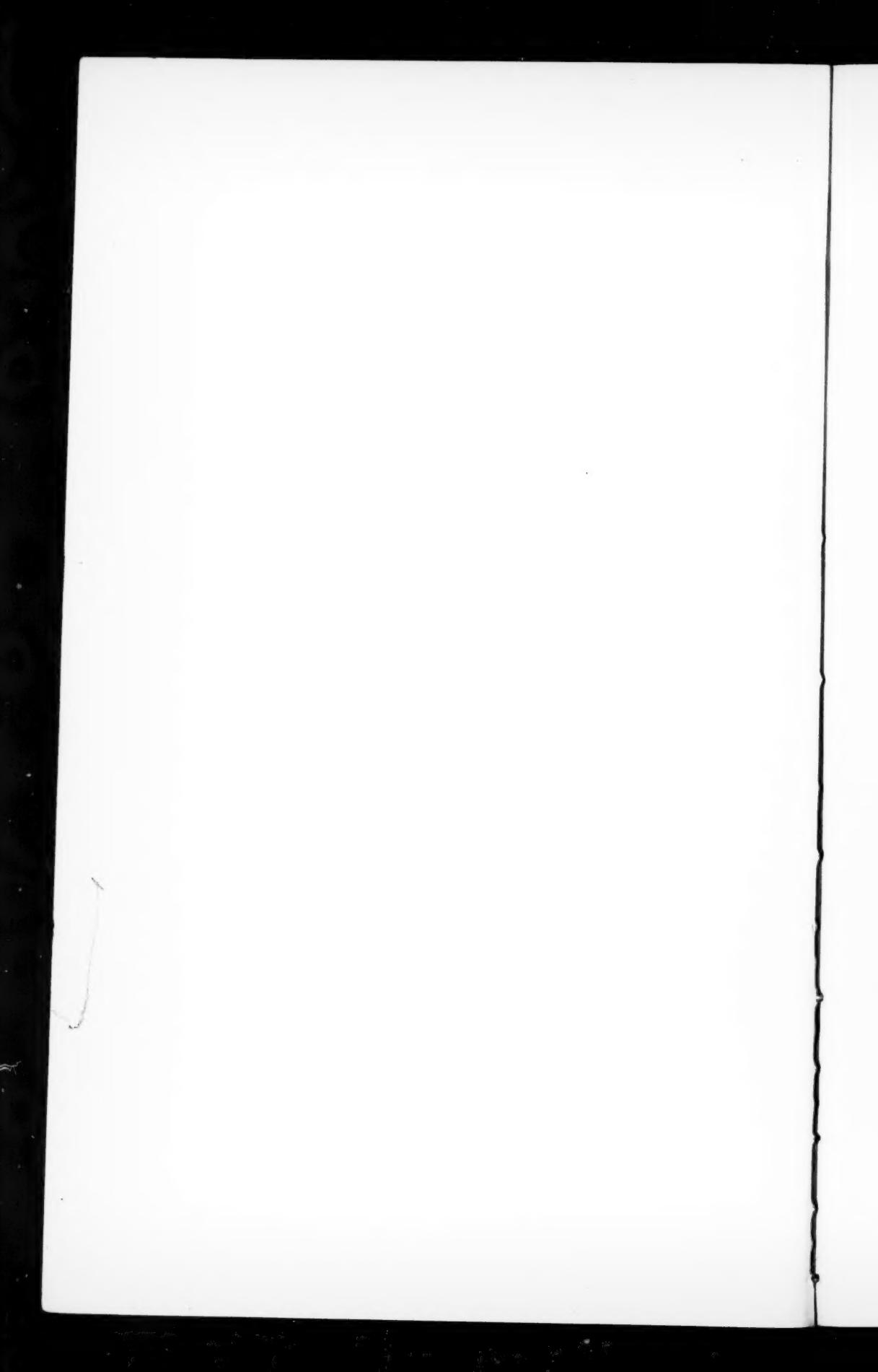
**April 12th, 13th, and 14th, 1927**



**PROCEEDINGS  
OF THE  
FOURTEENTH NATIONAL MEETING  
AMERICAN ASSOCIATION OF  
COLLEGIATE REGISTRARS**

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**SESSIONS HELD IN THE NICOLLET HOTEL  
MINNEAPOLIS  
APRIL 13, 14 AND 15  
1926**



## **ORGANIZATION OF THE ASSOCIATION**

---

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University of Minnesota
- Second Vice-President—MARY TAYLOR MOORE,  
North Carolina College for Women
- Third Vice-President—CHARLES R. BURGER,  
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- Secretary—J. G. QUICK,  
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- Treasurer—W. M. HILLEGEIST,  
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- 

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Mr. H. G. Arnsdorf.....University of Minnesota  
Mr. P. Olesen.....Carleton College  
Mr. J. P. Hall.....Macalester College

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Mr. Ira M. Smith.....University of Michigan  
Mrs. Josephine Morrow.....Colorado College  
Mr. E. L. Gillis.....University of Kentucky  
Mr. F. L. Kerr.....University of Arkansas  
Mr. C. R. Burger.....University of Colorado  
Miss Carrie M. Probst.....Goucher College

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Mr. W. M. Hillegeist.....University of Maryland  
Mr. E. J. Mathews.....University of Texas  
Mrs. Lelia G. Hartman.....University of Cincinnati

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Mr. J. R. Sage.....Iowa State College  
Mr. J. A. Campbell.....Knox College  
Miss Florence I. McGahey.....University of Nebraska

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Mr. C. P. Steimle.....Michigan State Normal College  
Mr. R. M. West.....University of Minnesota  
Mr. J. P. Hall.....Macalester College

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Mr. E. L. Gillis.....University of Kentucky  
Mr. T. A. Cookson.....Indiana University  
Miss Caroline B. Greene.....Mount Holyoke College

## TRANSPORTATION

Mr. J. H. Goldthorpe.....Northwestern University

## EXHIBIT OF OFFICE FORMS

Mr. P. Olesen.....Carleton College

## **PROGRAM OF THE FOURTEENTH MEETING**

---

### **ORDER OF SESSIONS**

**Tuesday, April 13**

**MORNING: 9.30—11.45**

Opening of the Convention—President G. P. Tuttle.

Invocation—Rev. T. E. Cullen, Rector, St. Thomas College.

“Tendencies in the Development of Higher Education”—Dr. F. J. Kelly, Dean of Administration, University of Minnesota.

“Putting the Name and Face Together”—J. A. Gannett, Registrar, University of Maine.

“The Budget System for the Registrar’s Office”—Mrs. Josephine Morrow, Registrar, Colorado College.

**AFTERNOON: 1.30—3.00**

Mr. R. N. Dempster, Registrar, Johns Hopkins University; Chairman, Committee on Educational Research, Presiding:

Reports of Project Committees:

- (a) “Freshman Mortality”—J. R. Sage, Registrar, Iowa State College.
- (b) “The Dropped Student”—Miss Carrie Mae Probst, Registrar, Goucher College.
- (c) “Validity of the Normal Distribution Curve as Applied to College Grades”—Fred L. Kerr, Registrar, University of Arkansas.

Progress Report on Uniform Enrollment Terminology, Summary and Recommendations.

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Automobile Trip—3.00-6.00. Busses will leave the Nicollet Hotel at 3.15 for a two and one-half hour ride through the lake, park, residential and business districts of Minneapolis, including such special points of interest as the new Ford plant, the flour milling district, Fort Snelling and Minnehaha Falls.

**EVENING: 6.45**

Convention Banquet—the Nicollet Hotel.

Toastmaster: Mr. E. B. Pierce, Alumni Secretary, University of Minnesota, and charter member of the American Association of Collegiate Registrars.

Address: "Selection in Higher Education"—Dr. J. B. Johnston, Dean, College of Science, Literature and the Arts, University of Minnesota.

Music by the Carleton College Orchestra.

Special entertainment features by the Minnesota Masquers under the direction of Mr. Lester Raines of the Public Speaking Department, University of Minnesota, and by others.

**Wednesday, April 14**

MORNING: 9.15—11.45

"The Incorporation and Accrediting of Colleges and Universities"—Dr. G. F. Zook, President, University of Akron.

"Methods of Transferring Credits"—Ira M. Smith, Registrar, University of Michigan.

"A Study of the College Calendar"—Alan Bright, Registrar, Carnegie Institute of Technology.

"Office and Filing Equipment of Service to the Registrar"; Paper and Demonstration—William S. Hoffman, Registrar, Pennsylvania State College.

NOON: 12.15—1.30

Complimentary Luncheon given by the University of Minnesota, Ballroom of the Minnesota Union.

Music by the Department of Music, University of Minnesota.

Address: Dr. L. D. Coffman, President, University of Minnesota.

AFTERNOON: 2.00—4.00

At the University of Minnesota.

Group Meetings for Informal Discussion:

- (a) Institutions enrolling less than 1,000 students—Miss Bessie Weirick, Registrar, Beloit College, in charge.
- (b) Institutions enrolling from 1,000 to 4,000 students—Dr. Thomas J. Wilson, Jr., Registrar, University of North Carolina, in charge.
- (c) Institutions enrolling more than 4,000 students—E. J. Matthews, Registrar, University of Texas, in charge.

4.00—6.00

Inspection of the Administration Building, University of Minnesota.

Reception and tea in the Registrar's Office; members of office staff, hostesses.

EVENING: 7.30

At the Nicollet Hotel.

Open Forum for New Registrars—Mr. Ezra L. Gillis, Registrar, University of Kentucky, in charge.

**Thursday, April 15**

MORNING: 9.15—11.45

Vice-President R. M. West, Presiding

"The Relationship of the State University and the Junior Colleges in Missouri"—S. W. Canada, Registrar, University of Missouri.

"The Development of the Registrar, 1915-1925"—Dean C. E. Friley, Agricultural and Mechanical College of Texas.

"The Registrar's Part in Registration"—J. R. Sage, Registrar, Iowa State College.

"Cooperation between the Registrar and Fraternity Officials"—H. H. Caldwell, Registrar, Georgia School of Technology.

"The Use of Grades in the Personnel Office"—Dr. Esther A. Gaw, Associate Dean, Mills College.

AFTERNOON: 1.30

Open Forum, Question Box—Mr. E. J. Grant, Registrar, Columbia University, in charge.

Business Session:

(a) Reports of Committees; (b) New Business; (c) Announcements.

Adjournment.

**DELEGATES IN ATTENDANCE AT THE FOURTEENTH  
NATIONAL MEETING**

---

ALABAMA

- Wyatt W. Hale, Registrar, Birmingham-Southern College, Birmingham

ARKANSAS

- Fred L. Kerr, Registrar and Examiner, University of Arkansas, Fayetteville

CALIFORNIA

- Clara Kilbourn, Registrar, Mills College, Oakland
- John P. Mitchell, Registrar, Stanford University, Stanford University
- *Univ of Calif - Berkeley*

COLORADO

- Josephine Morrow, Registrar, Colorado College, Colorado Springs
- T. C. Doolittle, Registrar, Colorado School of Mines, Golden
- Owen Bertram Trout, Registrar, University of Denver, University Park

CONNECTICUT

- David D. Leib, Registrar, Connecticut College for Women, New London
- J. R. Ellis, Registrar of Freshmen, Yale University, New Haven

DISTRICT OF COLUMBIA

- F. D. Wilkinson, Registrar, Howard University, Washington

GEORGIA

- John G. Stipe, Registrar, Emory University, Emory University
- Hugh H. Caldwell, Registrar, Georgia School of Technology, Atlanta

ILLINOIS

- John C. Penn, Assistant to the Dean, Armour Institute of Technology, Chicago
- Theresa M. Renner, Registrar, Blackburn College, Carlinville
- Pearl E. Goeller, Registrar, Carthage College, Carthage
- Cliff Guild, Registrar, Illinois Wesleyan University, Bloomington
- James A. Campbell, Registrar, Knox College, Galesburg
- Bertram J. Steggert, Registrar, Loyola University, St. Ignatius College, Chicago
- James C. Dolley, Registrar, McKendree College, Lebanon
- J. Harold Goldthorpe, Registrar, Northwestern University, Evanston
- Katherine George, Recorder, Northwestern University, Evanston
- Lorena M. Church, Registrar, Rockford College, Rockford
- Roy W. Bixler, Assistant Examiner, University of Chicago, Chicago
- G. P. Tuttle, Registrar, University of Illinois, Urbana
- C. D. Garlough, Registrar, Wheaton College, Wheaton

INDIANA

- Marion Bradford, Registrar, DePauw University, Greencastle
- Elmer D. Grant, Registrar, Earlham College, Richmond
- Theodosia Beasley, Registrar, Franklin College, Franklin

- 7 Thomas A. Cookson, Assistant Registrar, Indiana University, Bloomington
- 7 R. B. Stone, Registrar, Purdue University, Lafayette
- A. F. Scribner, Registrar, Valparaiso University, Valparaiso

## IOWA

- J. F. Yothers, Registrar, Coe College, Cedar Rapids
- Reverend E. A. Fitzgerald, Registrar, Columbia College, Dubuque
- 7 W. S. Ebersole, Registrar, Cornell College, Mt. Vernon
- Minnie R. Rice, Registrar, Des Moines University, Des Moines
- C. R. Smith, Western Union College, Le Mars
- 7 Emma J. Scott, Registrar, Drake University, Des Moines
- Bethana McCandless, Registrar, Grinnell College, Grinnell
- 7 J. R. Sage, Registrar, Iowa State College, Ames
- 7 H. C. Dorcas, Registrar, Iowa State University, Iowa City
- Ethel Murray, Registrar, Morningside College, Sioux City
- Harold T. Smith, Registrar, Parsons College, Fairfield
- Herman J. Kleopfer, Registrar, Ellsworth College, Iowa Falls

## KANSAS

- 7 Warren B. Behan, Dean, Ottawa University, Ottawa
- 7 George O. Foster, Registrar, University of Kansas, Lawrence

## KENTUCKY

- 7 James Moreland, Registrar, Georgetown College, Georgetown
- G. Russell Bauer, Alumni Secretary, Georgetown College, Georgetown
- 7 Ezra L. Gillis, Registrar, University of Kentucky, Lexington

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## MARYLAND

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- Alma Preinkert, Assistant Registrar, University of Maryland, College Park
- 7 R. N. Dempster, Registrar, Johns Hopkins University, Baltimore

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- Florence Donohue, Registrar, University of Detroit, Detroit
- Ira M. Smith, Registrar, University of Michigan, Ann Arbor
- 7 John C. Hoekje, Registrar, Western State Normal School, Kalamazoo

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 > Peter Oleson, Registrar, Carleton College, Northfield  
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 Catherine Bates, Macalester College, St. Paul  
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 H. G. Arnsdorf, Assistant Registrar, University of Minnesota, Minneapolis  
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 > Elma Poole, Registrar, Northeast Missouri State Teachers College, Kirkville  
 W. A. Rickenbrode, Registrar, Northwest Missouri Teachers College, Maryville  
 H. Gretchen Movius, Registrar, The Principia, St. Louis  
 > S. Woodson Canada, Registrar, University of Missouri, Columbia  
 > G. W. Lamke, Registrar, Washington University, St. Louis  
 Sister Mary Joseph, Registrar, Webster College, Webster Groves  
 Mother Mary Linus, President, Webster College, Webster Groves

## MONTANA

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## NEBRASKA

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 E. M. Smithey, Registrar, Nebraska State Teachers College, Kearney  
 Louisa E. Kennedy, Registrar, Nebraska Wesleyan University, University  
 T. A. F. Williams, Registrar, State Normal College, Chadron  
 > Florence I. McGahey, Registrar, University of Nebraska, Lincoln

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 > Edward J. Grant, Registrar, Columbia University, New York City  
 > David F. Hoy, Registrar, Cornell University, Ithaca

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Jean B. Barr, Acting Registrar, New York University, New York City  
Frank H. Hagemeyer, Registrar, Teachers College, Columbia University, New York City

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Thomas J. Wilson, Jr., Registrar, University of North Carolina, Chapel Hill  
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 H. Merle Parsons, Secretary and Registrar, South Dakota State School of Mines, Rapid City

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 Walker King, Registrar, College of Industrial Arts, Denton  
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 ✓ Edward J. Mathews, Registrar, University of Texas, Austin

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## VIRGINIA

- ✓ Jennie M. Tabb, Registrar, State Teachers College, Farmville  
 ✓ Grace Burr Lewis, Registrar, Sweet Briar College, Sweet Briar  
 ✓ E. S. Mattingly, Registrar, Washington and Lee University, Lexington

## WASHINGTON

- ✓ E. B. Stevens, Registrar, University of Washington, Seattle

## WISCONSIN

- ✓ S. S. Kingsbury, Registrar, Carroll College, Waukesha  
 ✓ Bessie M. Weirick, Registrar, Beloit College, Beloit  
 ✓ C. A. Smith, Secretary of Faculty, University of Wisconsin, Madison  
 George A. Chandler, Assistant Registrar, University of Wisconsin, Madison  
 ✓ Mrs. Mary L. Melzer, Registrar, Marquette University, Milwaukee  
 ✓ W. R. Woodmansee, Registrar, Ripon College, Ripon

## WYOMING

- ✓ R. E. McWhinnie, Registrar, University of Wyoming, Laramie

## CANADA

- ✓ W. J. Spence, Registrar, University of Manitoba, Winnipeg, Manitoba  
 ✓ K. P. R. Neville, Registrar, University of Western Ontario, Ontario

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## REGISTRATION OF MEETINGS

<i>Attendance</i>	<i>Year</i>	<i>Place</i>	<i>President and College</i>
24	1910	Detroit	A. H. Parrott, North Dakota Agricultural College, Chairman
30	1911	Boston	A. H. Espenshade, Pennsylvania State College, Chairman
38	1912	Chicago	A. H. Espenshade, Pennsylvania State College
23	1913	Salt Lake City	J. A. Cravens, Indiana University
46	1914	Richmond	E. J. Mathews, University of Texas
55	1915	Ann Arbor	G. O. Foster, University of Kansas
69	1916	New York	Walter Humphreys, Massachusetts Institute of Technology
66	1917	Lexington	F. A. Dickey, Columbia University
106	1919	Chicago	A. W. Tarbell, Carnegie Institute of Technology
107	1920	Washington, D. C.	E. L. Gillis, University of Kentucky
118	1922	St. Louis, Md.	*A. G. Hall, University of Michigan
160	1924	Chicago	J. A. Gannett, University of Maine
105	1925	Boulder, Colo.	T. J. Wilson, Jr., University of North Carolina
155	1926	Minneapolis, Minn.	G. P. Tuttle, University of Illinois

## MEMBERSHIP OF THE ASSOCIATION

1914	1915	1916	1917	1919	1920	1922	1924	1925	1926
62	100	123	140	177	194	210	299	331	384

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\*Deceased.

**THE CONSTITUTION****ARTICLE I—NAME.**

The name of the organization shall be the American Association of Collegiate Registrars.

**ARTICLE II—PURPOSES.**

The purposes of this association shall be to provide, by means of annual conferences and otherwise, for the spread of information on problems of common interest to its members, and to contribute to the advancement of education in America.

**ARTICLE III—MEMBERSHIP.\***

Any officer charged with the duty of registration or of passing upon entrance credentials or of recording the standings of students in any recognized institution of higher learning in the United States or in Canada, shall be eligible to membership on payment of an annual due of five dollars. It is understood that membership is either institutional or personal. Any member of the Association is eligible for associate membership, without fee, upon retiring from the office of registrar of his institution.

Any member, who shall fail to pay his annual dues for two successive years, will, after notice in writing from the Treasurer, be dropped automatically from the list of members.

**ARTICLE IV—OFFICERS.**

1. The officers of this association shall be a president, a first vice-president, a second vice-president, a third vice-president, a secretary, and a treasurer. These officers shall be elected by ballot at each annual meeting, a majority vote of those present being necessary to election. They shall hold office from the adjournment of the meeting at which they are elected until the adjournment of the next annual meeting.

**2. Duties of officers.**

(a) It shall be the duty of the president to assume full responsibility for all the general activities of the association, to conduct all necessary correspondence with the members in regard to the annual program, and with the assistance of the Executive Committee to arrange the program. All bills must be approved by the president before payment. He shall refer to an auditing committee the annual report of the treasurer. In case the office of president becomes vacant the order of succession shall be first vice-president, second vice-president, third vice-president.

(b) It shall be the duty of the second vice-president to have charge of the campaign for extending the membership of the association.

(c) It shall be the duty of the secretary to keep an accurate list of the members of the association, correcting same from

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\*For amendment to Article III, see page 248.

time to time upon the advice of the treasurer. He shall be the custodian of the records of the association. He shall, with the assistance of a stenographer, keep the minutes of the annual meeting. He shall have in charge the printing and distributing of the proceedings of the annual meeting. He shall keep the minutes of meetings of the Executive Committee.

(d) In addition to the usual duties of the office, the treasurer shall collect the membership dues and shall report changes in the list of members to the president, the second vice-president and the secretary. He shall make an annual report to the Executive Committee.

**ARTICLE V—EXECUTIVE COMMITTEE.**

The officers named in Article IV shall constitute an executive committee, with power to fix the time and place of the next annual meeting, to assist the president in arranging the program, and to make other necessary arrangements.

**ARTICLE VI—AMENDMENTS.**

This constitution may be amended at any annual meeting by a two-thirds vote of the members present and voting.

**TUESDAY MORNING SESSION**

9.30 o'clock, a. m.

After the registration and introduction of delegates, President G. P. Tuttle called the convention to order.

President TUTTLE: It is my privilege to call to order the Fourteenth national convention of the American Association of Collegiate Registrars.

Reverend T. E. Cullen, rector of St. Thomas College will open our convention with prayer.

Reverend CULLEN: In the name of the Father, the Son and the Holy Ghost, Amen:

We pray Thee, Almighty and Eternal God, who through Jesus Christ hast revealed Thy glory to all nations, to preserve the works of Thy mercy, that Thy Church, being spread throughout the whole world, may continue with unchanging faith in the confession of Thy holy name.

We pray Thee, O God of might, wisdom, and justice, through whom authority is rightly administered, laws are enacted, and judgment decreed,—assist with Thy holy spirit of counsel and fortitude the President of these United States, that his administration may be conducted in righteousness and be eminently useful to Thy people over whom he presides, by encouraging our respect for virtue and religion, by a faithful execution of the laws in justice and mercy and by restraining vice and immorality.

Let the light of Thy divine wisdom direct the deliberations of our civic leaders and shine forth in all the proceedings and laws framed for our rule and government, so that they may tend to the preservation of peace, the promotion of national happiness, the increase of industry, sobriety and useful knowledge and perpetuation of the blessings of equal liberty.

We recommend likewise to Thy unbounded mercy all our brethren and fellow citizens throughout the United States,

that they may be blessed in the knowledge and sanctified in the observance of Thy most holy law; that they may be preserved in union, and in that peace which the world cannot give, and, after enjoying the blessings of this life, be admitted to those that are eternal.

We finally pray Thee, O God of nations, to bountifully bless this convention of citizens gathered to confer on affairs related to the great educational institutions of our country, and to the youth enrolled therein. Give them to know that personal and corporate happiness and peace are contingent on a conscientious recognition by men of an Overruling Providence without whose assistance all mundane plannings would be without permanent results.

Through them deign to extend the horizon of mutual goodwill, tolerance for the religious and the political convictions of neighbors, honesty in business and the sanctity of the family hearth. May they become the leaven through which patriotism will be deepened, religion strengthened, tolerance broadened and the principles of human liberty and self-government extended throughout the world. May they be apostles of the Evangel of Peace, and this we ask through Jesus Christ our Lord.

In the name of the Father and of the Son and of the Holy Ghost, Amen.

**President TUTTLE:** It is customary at this time to announce the convention committees. You will find them printed in the program, and in this connection I want to say that the Executive Committee has had splendid cooperation from every member of the several committees. Not only has it had splendid cooperation from the members of the committees, but also from the members of the Association who have been asked to take a part in the program. We owe a debt of gratitude to all persons, members of the Association and others, who have helped to make this program the success which we hope it will be.

I want to announce at this time the changes that have

been made in the various committees and the appointments made during the year.

Dr. K. P. R. Neville, registrar of the University of Western Ontario, London, Canada, has been appointed on the Committee on Educational Research in place of the late Dr. A. O. Neal.

The Budget Committee, which was authorized by the last National Convention, has been appointed. The members are: E. L. Gillis, Chairman, E. J. Mathews, and J. A. Gannett.

Mr. G. W. Lamke of Washington University has been appointed a member of the Committee on Uniform Transcript Blanks, to take the place of the late Mr. Hall.

Secretary Quick has been relieved from membership on the Committee on Uniform Transcript Blanks, and the vacancy will be filled by the next Executive Committee.

Mr. R. N. Dempster was appointed editor and W. M. Hillegeist business manager of the *Bulletin*, in accordance with action taken at the last convention.

During the year the Association was represented at the semi-centennial exercises at Vanderbilt University by Mrs. Mary W. Haggard. We have also had a member on the National Committee of Research in Secondary Education by invitation of that committee. Mr. R. N. Dempster has been our representative, serving in this capacity as chairman of the Committee on Educational Research.

President TUTTLE: We will now have the pleasure of listening to a paper by Dr. F. J. Kelly, Dean of Administration of the University of Minnesota, his subject being, "Tendencies in the Development of Higher Education."

## TENDENCIES IN HIGHER EDUCATION WHICH AFFECT THE REGISTRAR

By Dr. F. J. KELLY,

*Dean of Administration, University of Minnesota*

Once upon a time a King ruled over a great Kingdom. Weary with the cares of state it was the King's wont to invite to the palace a score of youths, young men and maidens. He would serve them a feast, venison, rich nuts, and the juice of the grape. To the music after the feast the youths would dance and sing. From the brow of the King while he watched, the wrinkles of care would vanish, and there would return courage to take up his burdens of state.

One night while he watched, caught in the contagion of youth, he summoned his Lord High Counsellor to him and commanded him that he should discover what is this spirit of youth, and how to tell the measure of it.

Obedient to the King's command, the Lord High Counsellor sought out the wise men of the court and told them of the King's command. Their perplexity was great and they reasoned together long and soberly. Said one, "Is it not the venison?" Said another, "Is it not the nuts from the King's great forests?" Said another, "Is it not surely the juice of the grape?" "Nay," said a fourth, "forget not the music of the zither!" Nor yet the perfume of the maidens' tresses"; "nor the rose that comes in the flush of her cheek," "nor the grace of her airy movements," said others almost in chorus. "But what of courage in time of danger?" spoke up another. "Is not that the spirit of youth?" "What of loyalty?" "What of chivalry?" "Hold, friends," broke in the Lord High Counsellor. "Did not the King command to discover what is the spirit of youth and how to tell the measure of it?" "How now can these things be measured? How measure loyalty, or chivalry, or grace?"

But one who had served the King longer than the rest made answer. "Would there be loyalty or chivalry or grace

or music if it were not for venison and rich nuts and wine? Therefore, say to the King 'the spirit of youth is in the deer, in the great nut trees and in the vineyards, and for the measure of it take the weights from the merchants' balances, with which he weighs venison, and the cups with which the merchant measures his wine, and the baskets with which he measures nuts. These shall be measures of the spirit of youth.'

So the Lord High Counsellor reported to the King the conclusion of the matter as it had been set forth by the wise man of the palace who had been longest in the King's service. The King was moved by the great wisdom of the Lord High Counsellor, and placing a scarlet hood about his shoulders as he knelt before him, he pronounced the following solemn decree: "The King is pleased to honor the Lord High Counsellor for his wisdom. Be it known that he hereby made dean of all the royal feasts of the Kingdom. He shall have charge of all herds of deer, forests of nut trees and vineyards of grapes that they may be well kept and increased in order that the spirit of youth may abound throughout my Kingdom. Further, let the dean of feasts seek out the man who in all my Kingdom is most skilled in the use of the merchants' scales and baskets and cups with which the spirit of youth is measured and make him registrar."

Thus, if my fancy serves me right, we see the beginning of this great office to which you have all been called. Feasts were served to nourish the spirit of youth, and the registrars kept faithful record of the food and drink. All went well as long as food and drink alone were to be measured. Of late, however, busy bodies have arisen in the land to question the original report of the Lord High Counsellor. "How may we know," as these busy bodies, "that the spirit of youth comes only from food and drink? Does not the spirit of youth thrive also on music, on laughter, on challenges to courage, on bearing responsibility, on games which call for loyalty? How can the part which these and scores of others play in making the spirit of youth be measured?" Such questions as these are what perplex the registrar.

But enough of this fanciful picture. I do not need to go to great pains to bring him to this audience the conviction that education is undergoing rapid and fundamental changes. The conceptions of what education is and the belief as to what produces it are both changing. Educational institutions make plans today and change them tomorrow. All these changes are costly, and many of them bring grief to the offices of record. The greatest educational statesmanship is shown by the man who can see the road ahead with most perfect vision, and who can on that account guide education away from the costly zig-zag of progress. It does not seem unimportant, therefore, to consider tendencies now making for educational advance, if by so doing we can be the better able to play our part in keeping the institutions we serve in the straight path of progress.

Of all the tendencies in higher education which might be mentioned, I shall discuss four. These I have selected not only because they seem to me to be important, but also because they react rather directly upon the labor and the function of the offices of Registrar.

#### I. *Cost Accounting.*

No adequate check can be made on the efficiency of any institution until its output is sufficiently defined and standardized as to allow for a measure of that product in fairly accurate terms. No dairy these days figures its output in terms of gallons of milk per day per cow. Pounds of butter fat is the only satisfactory measure. Railroads do not figure in terms of the cost of hauling one freight car one mile. The unit is the ton mile. In all great enterprises, the units in terms of which the output or the service is being measured are being more and more refined.

Educational institutions, while wishing to avoid being considered and administered as industrial enterprises, have come to feel that they must likewise refine the units of measure of their output. Annual enrolment is yet, however, the most commonly stated measure of teaching service. Figures repre-

senting the annual instruction cost per student are yet calculated, often, by dividing the total annual cost of the institution by the annual enrolment. If there are one thousand students the first semester, and a hundred new ones enter the second semester, that makes an enrolment of eleven hundred, even though a corresponding hundred from the first thousand dropped out during the first semester. Again, if five hundred students attend during the summer, they add five hundred to the total enrolment, if they are different individuals from the eleven hundred who attended throughout the year, but they add nothing to the annual enrolment if they are part of the same eleven hundred. It is obvious, however, that the cost and the service are essentially the same no matter whether they are new students or not.

Of course all this is most elementary to you. Enrolment figures are quite without real significance. Nevertheless, the steps involved in getting over to a more refined unit of measurement are not so simple. Shall we use the full-time student week, or month, or term, thus reducing part-time students to full-time basis, and noting the average numbers in attendance during each week or month or term? Shall we use the student-credit-hour or the student-clock-hour? Or shall we use some other unit? There are arguments in favor of each unit suggested and it is not my purpose to defend exhaustively any one of them. Rather, let me try to set forth the bases upon which the choice must rest.

In Mr. Ford's factory, where only one standardized chassis is made, it is satisfactory accounting to record the number of front axles made per day. In the Buick factory, however, where they make the light six, the standard six, and the big six, it would be quite inadequate to record simply the number of front axles. It is necessary to know the number of each of the three kinds of axles produced. The cost of any two of these may be calculated in terms of the cost of the other one, if desired, but to call them all axles is not enough.

So in educational accounting. A student is a name for many things. Full-time and part-time, freshman and senior,

arts, college and medicine. No reasonably satisfactory measure of an institution's instruction service or load can be stated without taking all these differences into account. It would greatly facilitate comparisons among institutions, too, (and after all comparison is pretty useful as one indication of efficiency) if all of these different sorts of students could be equated in terms of one accepted unit—say the student-college-algebra-credit-hour. That is, it should not be impossible to discover how the labor involved in a credit hour of teaching in calculus, or in elementary French or in general inorganic chemistry, or in orthodontia, compares with that of a credit hour of teaching in college algebra. Such equating would make it possible to compare the instruction load of a department teaching for a given term 5000 student credit hours in college algebra, 2000 in calculus, 500 in mathematical astronomy, with another department teaching 5000 student credit hours in college algebra, 4000 in calculus and 2000 in mathematical astronomy, or with another department teaching corresponding numbers of students in Chemistry or in dentistry. It would make it possible, also, for each institution to figure the total of its teaching load per year as equivalent to blank student-credit-hours in college algebra.

To make the case concrete let me say it is our custom to make certain weightings in summarizing the term reports in the University of Minnesota. We calculate an hour of laboratory teaching as 62.50% of an hour of class discussion teaching; courses designed primarily for juniors and seniors as 1.2 times and graduate courses as 1.5 times the courses for freshmen and sophomores. These ratios are admittedly crude estimates, and are used merely as a recognition of the principle involved, and in the hope of provoking some real study which shall reveal the true weightings.

In the field of comparing the task of teaching like classes in various subjects and in the elementary, intermediate and advanced aspects of each subject, I was interested in combining the judgments of a few deans last year and in noting what a wide difference they believe there is in the labor of

teaching in the several departments. I calculated a table of indices of time requirements, and found that the most time-consuming subject requires (according to these deans' judgments) 80% more time than the least time-consuming subject. Changing these indices into hours of teaching, it is found that 9 hours per week of teaching in the most time-consuming subject is equivalent in time requirement to 15 hours per week of teaching the least time-consuming subject.\*

In spite of these wide differences, it is still customary in many institutions to make little differences in teaching assignment from department to department, and the information blank of the Federal Bureau of Education asks for the teaching assignment differentiated merely by colleges. With a growing demand of the public for a more exact accounting of our stewardship in the colleges, it seems to me worth our while to adopt units for our accounting which will be exact enough to tell the essential measures of our service. Probably we should not go the whole distance here suggested, certainly not at once. Surely, however, it is not too much to expect that a unit such as the full-time student week or of the unweighted student credit hour be commonly adopted. This does not smack unduly of factory methods but carries over a little of the modern spirit so as to support administrative policies more authoritatively and in the hope of maintaining public confidence.

## II. *Agencies of Standardization.*

Most of the institutions which you represent were founded in the belief that they were to determine their own destiny, decide upon their curricula, select their own teachers, etc. They may have acknowledged, in a more or less remote and intangible way, that the state might exercise some slight measure of control, but not very much. They lived under that benign spirit of independence for the early decades of their not very long lives. Something is observed to be taking

\* The report of this study appeared in the May, 1926, Journal of Educational Research.

place lately, however, which is disturbing them. The state is telling them what their entrance requirements shall be, and is examining their graduates before admitting them to practice the various professions. The American Medical Association is telling them what sort of curriculum their medical school shall have if it is to be rated as Class A. Indeed the specifications extend to the number of hours to be used in the study of each subject, the equipment in each laboratory, the facilities of the hospitals, and the like.

In much the same way, the essentials of the law school are determined by the American Bar Association and the Association of American Law Schools. The dental school looks to the Association of Dental Colleges, the pharmacy school to the American Pharmaceutical Association, and to the Association of Pharmaceutical Faculties. And similarly other units, altho to a lesser degree. The whole institution may be rated by standards set by the Association of American Universities, or by other standards set by the North Central Association of Colleges and Secondary Schools. The institution is finding itself in the center of a great web of standardizing influences and it is beginning to wonder a little whether it is the spider or whether it is the fly.

This condition is not cited as being necessarily bad. Most of these standardizing agencies are largely dominated by members of the faculties of the institutions being standardized. It must be admitted, however, that the standards fixed amount practically to demands which the institution cannot decline to conform to. Membership on national approved lists is almost a *sine qua non* of academic self respect. Virtual, though of course not legal, control, therefore, of all these very essential aspects of your institutions is rapidly passing out of the hands of your boards of regents, trustees or directors. What significance has that fact for all of us?

In general, the influence has so far served to raise standards. With this tendency practically everyone is in agreement. The tendency of many of the agencies to state requirements in detail, is fraught with possible embarrassments. A

law school, for example, will lose its rating if it does night class work. Therefore, even though the demand for night school classes in law is very great, the law school cannot conduct them. A college which has less than the prescribed productive endowment may be stricken from the list of the North Central Association, even though its income from student fees may be ample for its support. Illustrations might be greatly extended even though the movement for standardization is only in its infancy. Teaching assignments, size of classes, and training of teachers may be specified differently for the several units or schools within a university by the several agencies concerned. Admission requirements, pre-professional college requirements, both as to subjects and as to marks acceptable in the subjects, and curriculum requirements both as to subjects and as to marks acceptable in the subjects may all become different from school to school within a given university. Whereas formerly the institution set its standards with a view to certain unity within all its parts, now each separate faculty is coming to look to its own particular national agency with which to establish its affiliations. The effect is easily predictable, so far as the mechanics of the institution such as records are concerned. Multiplicity and irregularity are likely to replace simplicity and regularity. Whatever can be devised, therefore, that will provide for maximum flexibility is likely to prove useful in the immediate future.

In carrying out another mission, I read carefully last fall all the official actions passed since 1905 by twenty of the most active standardizing agencies operating in the field of higher education. With striking regularity I found that each such agency evolved its standardizing functions through three stages: (1) It set forth by resolution the needs for raising the standards of the institutions within its particular field; (2) It appointed a committee on standards which reported a list of requirements which institutions should meet if they desired to be approved. (3) It set up machinery for the inspection of institutions and for the maintenance of systems of

reporting to the national committee on standards. Not a great many agencies have reached the third stage yet, but a large number are progressing rapidly toward it.

### III. *Adjustments to Meet Individual Differences of Students.*

Until recently, college education proceeded *en masse*. Classes of students were treated as units. Little consideration was given to those who varied from the norm. Dull students were flunked and bright students put forth only a modicum of effort. College requirements were kept at the level of the average.

Of late there has been increasing recognition of the social costliness of this procedure. Society when organized democratically, cannot afford to go on the theory of the supremacy of the average man. Human progress has always been due largely to the contributions of the super-normal. The greater the divergence above the average, the greater is the contribution the individual makes. Super-normality cannot, therefore, be an invitation to neglect, but rather a challenge to super-train. Likewise, the students with less than average capacity must not be condemned to failure wholesale in advance by being assigned tasks they cannot do. To be sure, by the very nature of the distribution of intelligence, each succeeding level of education must find certain individuals beyond their depths. It is becoming increasingly apparent, however, that intelligence differs not only in degree, but in type as well. The college has centered its efforts too largely on one type and has allowed the other types to be disheartened by failure. The college today is attempting to correct that fault.

This adaptation of instruction to the individual differences of students shows itself in three ways, all of which affect the offices you hold.

#### A. *Personnel Studies.*

In the first place, there has been great effort to determine and to set forth what these individual differences are. Phy-

sical examinations, very detailed and exacting, while made primarily in the interest of health, are yielding large returns to the personnel officer as well. A sound mind in a sound body is taking on new and striking significance. Special interests must also be studied. Extra-curriculum activities in high school and college cannot longer be regarded as an appendage to be merely tolerated because youth will be youth. Their values must be measured. Vocational urges cannot be ignored. Few college students have not in mind the vocational life they hope to lead. These interests must find their way into the records.

Above the physical, social and vocational information, however, stands the results of psychological and aptitude examinations. These are at the heart of the personnel officer's work. Rather disheartening to those of us who have hoped to keep some things in our lives forever unrevealed, as the cunning with which these psychologists probe to the innermost recesses of our minds! Colleges are certainly coming to know much about individual students as the very complex personnel records disclose. My cheerful prophecy is that your offices will sooner or later be called upon to digest these records along with students grades.

#### *B. Sectioning Classes on the Basis of Ability.*

In the second place, as individual differences are revealed, adjustments are made to them. Not all freshman English now may be merely freshman English. It must be freshman English X or Y or Z, according as it is for the gifted, the average or the less favored. Furthermore, the second year English must be likewise differentiated, and the X student in freshman English must be registered not in Y or Z, sophomore English, but in the X sophomore English. Such adjustments cannot add materially to the peace and calm of the offices of record, but they will add to the intellectual thrill which education should bring to the student when he is working up to his capacity, and among others who are essentially like him.

*C. Honors Courses.*

In the third place, education cannot proceed longer on the assumption that for students already possessed of a degree of intellectual independence the best growth comes from feeding them a few slices of science, a chunk or two of economics and a goblet of literature. The human mind is a unity, and develops only by its own activity in assimilating and synthesizing experience. Therefore, informal arrangements under independent study plans are bound to grow to replace the program of specific subjects for these students. Whether under the name of honors courses or not, the idea of independence from fixed requirements is with us to stay because that is the way, the best way, for the best minds to reach their best, and we can be satisfied with nothing less than their best.

Thus through the development of more personal information, through placing students in types of work and in sections of classes better suited to their aptitudes and abilities, and through independent study plans, by means of which superior students are given a chance to study in a way best designed to encourage fundamental scholarship, colleges are in the way of breaking the lock-step and decreasing the ineffectiveness of mass education. It is not hard to see, however, what it means to the office of registrar.

*IV. Increasing Objectivity of Teachers' Ratings of Students.*

The decade from 1910 to 1920 will go down in the history of education as the period when scientific method got its first real foot-hold on education in this country. Following close on the heels of the psychological tests came the standardized tests in the elementary school skills, arithmetic, reading, writing and the like. Teachers can now be told in ways entirely intelligible, how well children of a given age should be expected to do in the number combinations of arithmetic. This is not to be what some teacher thinks entitles the children to a mark of 75, on the basis of some imaginary perfection of achievement. It is to be the ability let us say, to add cor-

rectly a given number of examples in the Curtis Standard Test in the time set. Objectivity thus replaces the subjective judgment of the teacher.

From these simple though significant beginnings the demand for objectivity has spread throughout the whole educational field. It has been realized always that what one teacher means by a mark of 75 in college algebra may be a very different thing from what another teacher in charge of another section of college algebra may mean by 75, but there seemed no cure for the situation. Not until there is some objective method of measuring achievement can educators define their goals nor check up on their own success in attaining them. The importance, therefore, of the recent and growing demand for greater objectivity, for quantitative measurement of the results of teaching, can hardly be overstated. It is to education what the introduction of the peck and the bushel in place of measurement by handfuls meant to business.

In what ways is it showing itself in college practice? To be sure, only a little as yet. The invalidity of the percentage system has become so much more obvious than formerly that most colleges have now adopted a letter system, A, B, C, D, E and F, instead, because the larger units avoid the appearance of impossible exactness.

Then too, the value of an A is coming to be defined largely in terms of achievement such that a given percentage of students by and large can attain it. That is, a college may decide that A will be given in the long run to about the best ten per cent of students only. That gets away from the completely subjective judgment of a teacher who is inclined to say "no college student can do 'A' or excellent work," the theory in his mind being that excellent is a near approach to ultimate perfection, the sort reserved for the one genius in a thousand. It likewise gets away, in part, from the bad effects of the teacher to whom all students are just dears and as such deserve A's. It accepts the assumption that student achievement distributes itself among the group in a manner

approaching the "probability curve." Thus the main problem for the teacher is to rank the members of his class in order of the excellence of their achievement. He determines the value of A by the percentage agreed upon, a large number of his classes, rather than any one class, being used in the calculation.

The greatest recognition, however, of the value of objectivity is in the growing use of the more objective type of subject matter examinations. These are examinations so constructed that any two reasonably intelligent teachers marking the same paper will arrive at essentially the same mark. The examinations assume many forms, but in this one respect they are alike, they tend to eliminate the teachers subjective, and therefore, inconsistent, judgment.

What of the effect of this on the job of the registrar? It is too early to do more than guess. In the elementary school, records have come to be made in some cities in terms of scores made in specific standardized tests, different for each subject and not referable to a percentage or a letter basis at all. For example, the child's mark in silent reading may be 46 on the Monroe silent reading test, and that may well be near the best in the class. Some college work would lend itself to the same sort of treatment. However, it is likely that colleges will not go so far, but will transmute standardized examination marks into the conventional letters for purpose of record.

I have suggested enough to indicate that the registrar's office is one of increasing difficulty, and of correspondingly increasing importance. As long as it was the chief job of the recording officer to check off on a card for each student as he finished each subject printed on the card, measures of venison, nuts, and wine, then the job was little more than clerical. With time has come complexity and the future promises more. The registrar is one essential key to progress, not only in matters of student registrations and research into the meanings and interpretations of records, but in aiding in devising such records that real unit costs may be calculated, chaos may be avoided in the presence of appro-

priate standardization by national and state agencies, as adaptation to individual differences is extended through personnel service, sectioning of classes and honors courses, and as greater objectivity brings in new definitions of the marks used.

President TUTTLE: Dean Kelly, on behalf of the Association, I thank you for your splendid paper.

I am very glad to call upon our past-President Mr. James A. Gannett, Registrar of the University of Maine, who will read a paper entitled, "Putting the Name and Face Together."

#### PUTTING THE NAME AND FACE TOGETHER

By J. A. GANNETT

*Registrar, University of Maine*

*my 5216*

A short monologue of one act will introduce (this paper).  
The act will consist of two scenes.

The scenes are laid in the Registrar's Office of the University of Hit or Miss.

The time is September 1925, the day following registration.  
The characters are three in number,

*Christopher Cross*, the registrar, known to the students as "Chris Cross"

*Caroline Summerfield*, the assistant registrar

*John Blackington Smith, '29*, a newly-registered freshman.

The curtain goes up on Scene I and Christopher Cross happens to be on duty as a student enters the office. Caroline Summerfield is in the inner office.

*Student*: "Is this the place where I change my course?"

*Christopher Cross*: "Yes sir, this is the place. What do you want to change? You are the sixteenth man that has wanted to change something since 9.00 o'clock."

*Student*: "Well, I thought I wanted to drop German and take Spanish, if I could."

*Christopher Cross:* "Well, I'll see. What's your name?"

*Student:* "John Smith."

*Christopher Cross:* "Yes, yes, but what's your full name? We've got ten John Smiths."

*Student:* "John Blackington Smith, but I don't use the 'Blackington'—I never liked it."

Christopher Cross goes to the card index and hunts for Mr. Smith's card of entrance units.

*Christopher Cross:* "Let's see, what did you say your name is?"

*Student:* "John B. Smith."

Christopher Cross fills out a card and hands it to the student.

*Christopher Cross:* "There, get that card signed, Mr. er-Jones, and then bring it back here."

Mr. Smith-Jones takes the card and goes out.

End of Scene I.

Scene II finds Caroline Summerfield on duty.

A student enters.

*Miss Summerfield:* "Good afternoon, Mr. Smith, what can I do for you?"

*The Student:* "I came in a while ago to change my course. That old,—I would say the Registrar, Mr. Cross, got the wrong name on this card."

Miss Summerfield looks at the card.

*Miss Summerfield:* "Well, I should say he did! Your name is John Blackington Smith, not J. B. Jones. How is Mr. Hammond getting along as principal of your school?"

*Mr. Smith:* "FINE, but say will you tell me how you knew that Mr. Hammond is principal of the high school and that my name is John Blackington Smith?"

*Miss Summerfield:* "Why, that's too easy. In the first place, your name is on your note book there. Second place, your initials are on your freshman cap. Third place, I registered you yesterday. You had evidently just come from the train, because you had a little black smooch on your face.

Black smooch—Blackington Smith! Just as simple as can be. Mr. Hammond? Why he is one of our graduates and when he wrote me about you last June, I just put the fact away for future use!"

*Mr. Smith:* "Say, I was kinder blue this morning, but you know I'm beginning to like this place after all!"

Curtain.

Gross exaggeration *of course*, and yet a bit of reality as well. J. Blackington Smith had an accommodating *black smooch* to serve in connecting his name with his face. All students, faculty members or registrars do not carry black smooches, but there are other connecting links equally as good.

~~X~~ What do we see in our audience this morning? Ah, yes. Take, for example, a tall, rather good-looking, hospitable fellow, with an ever-present *black briar pipe*. *Black briar pipe!* R. M. West. Did you ever see R. M. West without a black briar pipe?

Then an *odd name*. An odd name is even better than a black briar pipe. Could you ever forget *J. G. Quick*? The man who never signs his full name, but is always J. G. Quick!

Then there is *Ezra Likable Gillis*! Is there any one present who is ever likely to forget his name?

Your office door opens and a tall, *red-haired* student, athletic in appearance, enters. "Ah, good morning, Mr. Grange, how many touchdowns Saturday?"

"Does that registrar expect me to learn the names of my 5,000 students?" I hear someone ask. I will not answer "*yes*," because I would expect Edward J. Grant, Registrar of Columbia's 25,000 to drop dead and not take his part on the Thursday program. *But*, I believe that the more students we can call by name the more efficiently, the more humanely, can our business with them be transacted. The value of a link of this kind between the registrar's office and the student cannot be overestimated.

I have found through correspondence that there is a very

vital interest in the Association in this problem. Some registrars know *all* of their students by name. These are naturally in the smaller colleges. The larger institutions, however, by organization and study can come to know a great many of their student body. It requires work and self-sacrifice, but the results are well worth the effort.

Memory differs in different people. Some remember a great deal, others very little. Some remember one thing well and another not at all. A bond salesman will tell you to the fraction of a point what you paid him for a bond three years ago. He is trained in market quotations. Yet he may not remember names.

A registrar or dean of men usually remembers names because it is a part of his business. In the larger institutions, however, the registrar may not come in contact with the students. There is usually, however, some person in the registrar's office who is naturally wide awake, who likes people and who remembers the names of the persons she meets. That person's ability should be capitalized and she should be given an opportunity to know the students and, other things being equal, should be the one to meet the students at the desk or window.

Two of the outstanding men who have a reputation for knowing their students by name are E. H. Espenshade of Penn State, President of this Association in 1911 and 1912, and Thomas Arkle Clark, Dean of Men at Illinois.

Mr. Espenshade's knowledge of his students' names and pedigrees is described as almost uncanny.

Dean Clark has a national reputation for remembering the names of his students.

In answer to a letter to Mr. Espenshade written at the suggestion of Mr. Hoffman, the present registrar, Mr. Espenshade wrote me in part as follows:

My dear Mr. Gannett:

I was delighted to get your letter of March 20, though I fear that I cannot give you much real help in answering your difficult question. Our good friend Hoffman exaggerates: the truth is that I have only moderate natural ability in remembering names, but while I

was Registrar of The Pennsylvania State College I made a deliberate effort to learn and use the names of the people I did business with. This faculty is worth cultivating. Almost any one can improve his ability in this respect if he deliberately forms the purpose of knowing people and of connecting a given name with a given person. Such a connection is usually made by what psychologists call the law of association. Two personal characteristics have helped me: I am interested in NAMES, and I am interested in PEOPLE. I have never talked over this subject with any one, but I am convinced that an interest in either names or people for their own sake is essential. If one is not really interested in either, he will never get into the habit of connecting a given name with a given person.

A Registrar ought to know every member of the Faculty. Here at Penn State I made it part of my official duty to become acquainted each year with all the new members of our staff,—usually about 30 or 40; certainly not a very difficult task, and well worth while. One should likewise by conscious effort and purpose get acquainted with new officers of administration and their assistants; such acquaintanceship is invaluable.

Let us look for a moment into the psychology of memory and see what is involved in trying to put name and face together.

The scientific approach to this problem lies through a study of the way in which memory works, or how we learn and remember.

The problem is in four parts:

1. How we commit to memory
2. How we retain what has been committed
3. How we get it back when we want it
4. How we know that which we get back is really what we formerly committed to memory.

These are called problems of:

1. Learning
2. Retention
3. Recall
4. Recognition.

For our particular purpose, these are problems of:

1. Learning a person's name
2. Retaining that person's name
3. Recalling that person's name when he appears before us

4. Knowing that the *right* name has been recalled.

In the first place there are two kinds of learning:

1. Unintentional learning
2. Intentional learning

Unintentional learning requires no will power. Practically all that the child learns during the first few years of its life is by unintentional learning.

With intentional learning, however, we observe facts or connecting links in order to file away names and faces for future recall.

We have had a very good example of these two types this morning. Some of us have been introduced to President Tuttle for the first time. We will remember his name and recall it without effort at next year's meeting—quite unintentional memorizing.

The registrar to whom we were introduced hastily just before breakfast is a different matter and power of will must be exercised to fix that person's name in our memory.

I want to read at this point a letter from Dr. Clark, Dean of Men at Illinois, because in it he mentions perhaps *unintentionally* intentional learning and unintentional learning:

Dear Mr. Gannett,—

It is easy and yet difficult for me to tell you how I remember names.

First, I want to do so, and most people don't. When I see a man whose face I know and whose name I have forgotten, I run it down and find the name. Unconsciously I make a good many associations and sometimes consciously I make them.

I go out to dinners, or smokers, or parties, or to public meetings three or four times a week, and I take advantage of every opportunity to learn a man's name and remember it.

It is pretty largely a matter of desire and intention and effort and organization which few people are willing to undertake.

I speak to everybody whom I meet, and if possible call him by name. If I don't know a man's name I ask him. Perhaps these brief statements will not be of much use to you.

The greater part of our memorizing of students comes under intentional learning and so connecting links and associations are of vital importance and I shall take up that matter in detail in just a moment.

The second problem after learning is *retention*, or how we retain or carry with us the names we have learned. The answer is, not by any process or activity. Retention is a resting state in which a learned reaction remains until the stimulus arrives that can arouse it again. We carry around with us not the reaction, but the machinery for making the reaction.

You learned to swim when you were young. You do not have to swim every day in order to remember how it is done. The same can be said of the retention of a poem or person's names. The machinery that is retained consists very largely in brain connections, and the more associations used in filing away a person's name, the more impressions are made on the brain cells and the easier it is to effect retention.

The third point is *recall* or having learned a person's name, how do we recall it when we meet that person. Theoretically all that is necessary is recourse to the proper stimulus or the associations stored away when the person's name was first learned. Sometimes *recall* fails to materialize. We know a person's name but at the moment cannot bring it up. Some sort of interference blocks recall. Fear, self-consciousness, distraction, may paralyze recall. You often hear a person say, "If you had not asked me I could have told you!"

There are no sure rules for obtaining perfect recall, but these suggestions are offered:

1. Look squarely at the person whose name you wish to recall, avoiding doubt as to your ability to recall it for doubt is itself a distraction.
2. Put yourself back into the time when you formerly used this person's name.
3. Drop the matter for a time and come back to it afresh. Sometimes when you cannot at once recall a name, it does no good to keep doggedly hunting; in a few minutes you may get it without the least trouble.

The fourth and last point is, how do we know that the name which has been recalled is the correct name of the person

before us? Recognition may be absolutely sure. You may be positive that the person before you is Henry Jones. Or recognition may be somewhat in doubt. Is this person Philip French of the class of 1914? Then it is necessary for complete and sure recognition to fit that person into the same surroundings or the same group of students in which he was placed when you first learned his name. If he fits perfectly in the original setting, you have identified the man. If he does not fit harmoniously with the original setting, you are at fault and will need to grope for other associations with which to identify him.

In speaking of associations, you will perhaps recall that Mr. Espenshade mentioned the laws of association in his letter. All names are recalled through some association which fall under these headings:

1. The law of similarity
2. The law of contrasts
3. The law of contiguity in time or space

You remember Henry Hill, a new student, because he is similar in appearance to Arthur Smith who is well known to you. Herbert Brown is remembered because he is so much smarter than his room-mate.

If you are in a coeducational institution as I am, you will learn to know many couples through contiguity in time and space. If Miss Anna Field walks by, the student who is with her is Mr. Fred Little!

The point which now interests us is, can one's memory be improved? Will practice help us to remember names?

William James says, "One's native retentiveness is unchangeable. No amount of culture would seem capable of modifying a man's general retentiveness. This is a physiological quality given once for all with his organization and which he can never hope to change. It differs no doubt in disease and health and it is a fact of observation that it is better in fresh and vigorous hours than when we are fagged or ill. We may say that a man's native tenacity will fluctu-

ate somewhat with his hygiene and that whatever is good for his tone of health is good for his memory.

It is commonly thought that committing to memory long passages of poetry will improve one's memory. James goes on to say, "I have carefully questioned several mature actors on the point and all have denied that the practice of learning parts have made any such difference as is alleged."

*But here is the important thing.* What it has done for them is to improve their power of *studying* a part systematically. It is a case of better remembering by better *thinking*.

One can improve his memory, but by better processes of study. James puts it this way, "All improvement of memory consists in the improvement of one's habitual methods of recording facts."

Another important condition of memory is the number and character of brain paths connecting any center with other centers. The greater number of appropriate associations a fact has, and the oftener it is thought of in these connections, the more easily it will be recalled.

The greater the number of associations we can form for a name, or the more connecting links, the deeper will be the impressions on the brain and the easier it will be recalled.

Practice in remembering names and study in forming associations will then help one to remember.

I now want to try to analyze a student body and divide it up into groups for the purpose of pointing out associations or connecting links which may be stored away for the purpose of remembering the students' names.

I have here suggested groups into which the students may be divided for the purpose of remembering their names.

1. Athletes. That is quite easy. Many of these were new before they came to college, but from then on they stand out more or less prominently.
2. Students prominent in college activities.
3. Leaders in fraternities.
4. Honor students.

5. Low ranking students.
6. Disciplined students. One registrar wrote me that he was sure of two groups, the high rank and the low rank, because they were usually before him.
7. (a) Brothers or sisters of upperclassmen or former students.  
(b) Sons or daughters of alumni.  
Ten per cent of our own students are either brothers and sisters. I think, in all, 127 students are made up of brothers and sisters or brother and sister and sister and brother, than three brothers and three sisters.
8. Foreign students.
9. Students in need of financial assistance.
10. Transfer students.
11. Former students returning to college.
12. Mature students in age and experience.
13. Students having odd names.
14. Students particularly attractive in appearance or pleasing in personality.
15. Students recognized through personal contact outside of the office.
16. The same through unusual or interesting contact in the office.
17. Members of one's own fraternity or sorority.
18. Students from one's own home town or state.
19. Students having unique nicknames.
20. Nondescripts. This is not intended as an insult to any group of students, but I find quite a number who bear no particular earmarks by which they can be identified, one seems very much like the other or one resembles another.
21. Pests. This is also a case where no insult is intended, but we all have them and we might as well recognize them.
22. Students who bear striking resemblances to other students.
23. Wearers of Freshmen caps, yellow raincoats, leather

jackets and sheepskins. (With name written thereon.)  
But be sure that the student is wearing his own raincoat.

President TUTTLE: I am sure we wish to thank Mr. Gannett for his interesting paper. We have a few minutes for discussion.

Miss MOORE (North Carolina College for Women): I suppose the majority of us come from institutions of moderate size and consequently come in personal contact with the students, especially the outstanding ones, both good and bad. But I would like to ask Mr. Gannett if he can give me some idea of about how many he knows of the middle class. I understand that the institution that he is connected with is a moderate-sized one, about twelve to fifteen hundred students, and I would like to know if he knows anything like the majority of the ones who do not fall into the upper class or the lower class.

Mr. GANNETT: We have, as Miss Moore states, about thirteen hundred people, fifteen hundred including everyone. I know practically one hundred per cent of the senior class, and perhaps seventy-five per cent of the junior class, but a much smaller percentage of the sophomore and freshman classes. The reason for this situation is that I have recently lost my contact with the students through an increase in the office force and the redistribution of the work. The assistant registrar now meets the students at the counter, as I formerly did. The names of the students that I now know in the freshman and sophomore classes are learned through effort. I suppose that at the present time I do not know more than thirty per cent of the freshman class, because, through redistribution of the work, I lose the connection through preliminary correspondence and contact; but I am trying through intentional effort to learn the students just the name. I find it a most interesting game, almost as interesting as golf, because you can beat your previous score, if possible, and it is a game you can play all by yourself.

President TUTTLE: The next paper is by Mrs. Josephine Morrow, Registrar of Colorado College, who has for her subject, "The Budget System for the Registrar's Office."

Mrs. MORROW: I fear that after the speaker who just preceded me I will have a very uninteresting subject, but I will do the best I can with it. I do not personally work under a separate budget system, and all my information is from questionnaires which you so nicely filled out for me. I hope I have not misrepresented or misinterpreted any of your answers.

## THE BUDGET SYSTEM IN THE REGISTRAR'S OFFICE

By Mrs. JOSEPHINE MORROW  
*Registrar, Colorado College*

What is a budget? A budget is a detailed plan for the use of resources which are available for a business, a setting up of a more or less definite program for the year. Most business concerns prepare some sort of a picture of their needs, their income, and their probable expenditures upon which to base decisions as to future needs and possibilities. It requires a rather definite planning of work for at least a year in advance, which practice surely tends to efficiency in any business. Living up to a carefully prepared budget means a better and more intelligent management of affairs. The Registrar's office should be distinctly a business office. It is rapidly becoming a more standardized part of the general administrative scheme, and as this goes on, we shall find more and more in use the methods which a well organized business office should have. There is now no doubt but that colleges, as well as business concerns, which expect to run in an economical as well as an efficient manner, should have a definite and complete budget system. Most institutions include in this budget a separate general administrative budget, but when it comes to dividing this administrative budget into separate parts for the different departments composing this group, there is considerable difference of opinion as to the practicability of the scheme.

Perhaps nowhere in the administration of a college is there more need of definite planning ahead than in the Registrar's office. There is no question as to the value of having the work there carried on under a definitely worked out program for the year ahead. There is much opportunity for mismanagement in the ordering of supplies, printing and services, for this office must be constantly adjusting itself to changes in rules and regulations, which come from a college

faculty. But, the question is, is it worth while for this office to have a voice in the apportioning of the funds which may be allowed it? Is it worth while for the financial officer to go to the trouble to divide the administrative allowance so that the Registrar's office may have its own individual budget and be expected to live within it? Would it tend to greater efficiency and usefulness in the work of this office, if, in our general planning ahead, the matter of planning the use of funds were also to be considered? Or, should the Registrar confine his energies to his own office activities, leaving financial matters entirely to the Treasurer and the President?

All the information obtained tends to show that this subject in general is not exactly an unexplored one, but one in which there has not been worked out any very definite procedure in the majority of institutions. Many report that they have absolutely nothing to do with the matter of finances in their department, simply ordering through the general treasurer's office. The opinion was advanced in some cases that it would be much trouble for no great amount of good, and these were satisfied to have their share come from the general administrative budget. The suggestion was also made that a definite separate budget which might be practical for the larger institution with a more or less fixed income for the year, and a wider range of work ascribed to this office, would not be so practical in a small institution where the income or the duties are not so fixed. In many smaller institutions it is as with individuals, not a question of what is ideal, but of what there is to work with. Dividing the income available for administration purposes in such an institution might not be practical. However, it is interesting to note that there is a general attitude of interest toward this subject and a desire to know what other institutions are doing along this line. A number of Registrars added a note to their blank returned, "We are much interested in what you may find out," and others hoped or planned to have some such system in the near future. Also from reports received, genuine approval of the separate budget system came from large and small institutions alike.

In considering the tabulations included in this report, I wish to emphasize a few very important facts. We must bear in mind that we are not considering the ideal separate Registrar's office, because this exists in only a few institutions. Indeed many of the offices reporting are combined with other parts of the administrative department of the institution and many of them take on large particular tasks such as making of the catalogue, taking care of diplomas, entrance examinations, intelligence tests, publicity, and many other definite pieces of work which perhaps the next office would not include in its allotment of administrative activities. The intent of this paper is not to present absolute figures for an ideal budget. There are too many outside factors which have to be taken into account, to make any comparison of percentages or amounts of very much value. With the above reservations, the following information gathered is presented:

First—The number of institutions reporting, which do have such a budget system.

Second—The manner in which these budget systems are made up, items included, percentages both within the budget and of this budget to the whole administrative expense.

Third—The deduction as far as possible, of how such a budget should be made up, items included, with percentages.

Fourth—What disposition do the other institutions which reported no separate budget, make of their expenses in this office.

Fifth—Some general opinions of those who have used this system.

One purpose of this paper is to awaken an interest in this subject, if it is found worthy of interest. Individual problems and administrative arrangements put each office in a class by itself in inaugurating such a system.

Questionnaires were sent out to 243 institutions. Of this number 165 were returned. These were divided as follows:

1. State schools, 87 sent out, 65 returned.
2. Nonsectarian, 78 sent out, 61 returned.
3. Denominational, 78 sent out, 39 returned.

For convenience, I shall combine the nonsectarian and denominational schools in the following tabulations and designate all institutions as State or non-State. Of the 165 answering, 91 had separate budgets and 74 did not, or in other words, 55 per cent had what they considered a separate budget system for this office. These are composed of all kinds and sizes of institutions, widely scattered.

The items listed in my questionnaire as covering those necessary for a budget were as follows:

1. Salaries, part and full time.
2. Office expense, including telephone, telegraph, office supplies, printing.
3. Equipment.
4. Miscellaneous items to be added.

These seemed to be fairly well-established items. A few offices had nothing to do with salaries, but most of them included this item. In some cases the Registrar is a teaching member of the faculty and so a part of his salary is charged to instruction. This would, of course make his estimate of the salary cost low. Although the salary of the Registrar and his full time assistants may be set by the authorities as other salaries, yet they are usually considered as a part of his budget. The item of part time and student help was common.

Office expense covered a good many items, among which were listed the telephone, telegraph, office supplies, printing. There were a few exceptions to this in the matter of telephone and telegraph which were sometimes charged to the general account.

Equipment allowance is not often made a separate item. It is either included with office expense or is taken care of with the general administrative budget.

Additional items were: diplomas, catalogues, examinations,

intelligence tests, publicity, travel, announcements, handbooks, etc. Some of these are very important and make large additions to the expense of the office, and, as noted above, make the percentages vary a good deal.

Of the institutions reporting a separate budget system, I have taken a number which seem to stand out as constituting a basis for more definite information as to percentages and items, and as being examples of how the budget may be arranged. I have arranged these in two tables, I and II, in order of size and as to state and non-state institutions. These I have tabulated and shall include in my paper. The remaining institutions were able to give me some of the percentages but not all. These I have tabulated and shall include in my paper. The remaining institutions were able to give me some of the percentages but not all. These I have also arranged in table form, but shall not include this table in my paper as it is very long and complicated. If anyone is especially interested in this table, I shall be glad to furnish it.

Tables I and II. These institutions were able to give most of the percentages within the budget and in the majority of cases the percentage of this budget to the total administrative expense. Twenty were state schools, fourteen were non-state schools. The first item, full time salaries ranges from 32 to 89 per cent, with many of the percentages around 70 and 80 per cent. Part time salaries ranged from 1.8 to 55 per cent, with many percentages around 5 to 10 per cent. Office expenses range from 2.37 to 29 per cent, with the majority around 15 to 20 per cent. Equipment runs from 1 to 10 per cent. The percentage to the whole administrative budget ranges from 1.6 to 40 per cent.

The median for the full time salary item was found to be 70 per cent; for part time salaries, 10 per cent; for office expenses, 15 per cent; for equipment, 4 per cent, and miscellaneous items, 4 per cent. The median of the percentage to the total administrative budget was 13 per cent.

The largest institution gives the following percentages:

full time salaries, 77.6 per cent; part time salaries, 5.5 per cent; office expense, 16.9 per cent; equipment not included; and the entire cost of the Registrar's office is 32 per cent of the total administrative budget.

An institution of 3200 students gives percentages as follows: full time salaries, 70 per cent; part time salaries, 4 per cent; office expense, 23 per cent; equipment, 3 per cent, and percentage of total administrative budget, 10 per cent.

An institution of 567 students gives percentages as follows: full time salaries, 75 per cent; part time salaries, 5 per cent; office expense, 15 per cent; equipment, 5 per cent, and percentage of total administrative budget as 10 per cent.

From these figures we may see that wherever such percentages are carefully worked out, there seems to be a rather definite relation between the different items listed.

A number of the budgets were noted as not being worked out on a percentage basis, but on the actual needs of the institution and these varied much from year to year. Last year's budget was taken as a pattern for this year's allowance. In only 31 institutions was there any attempt to state the percentage this budget bears to the total administrative budget. Others stated that there seemed to be no fixed percentage here.

Of the 74 institutions which did not report a separate budget, the majority reported that they were included in the general administrative budget. The remainder specified various committees and executive officers as determining the legitimacy of their demands for their offices. It is interesting that nine reported that they hoped soon to have a separate budget and were working along this line.

From thirty-six of the Registrars, who presented a rather well worked out budget system, I have received statements of their own individual opinions of it. In only three cases did the comments express anything except the greatest satisfaction with the separate budget system. It was suggested that there should be an emergency fund in every budget, or an extra appropriation of funds occasionally. The following were some of the thoughts expressed: "It is good to know

what one could count on and so plan accordingly"; "Such a planning of the use of funds enables the Registrar to manage his own office more efficiently"; "This is the only way in which an administrative office ought to handle its finances"; "It is the only logical way of conducting any business"; "This system requires rather definite planning for a year or two in advance, which has advantages and tends to efficiency and economy"; "It is the only system under which a Registrar can develop a consistent program of work"; "In working out plans for new projects, it is helpful." The suggestion has also come that this system might be helpful in designating more definitely the work which legitimately belongs to the Registrar's office and perhaps might aid in standardizing this office in different institutions.

TABLE I

*State Schools*

<i>Students</i>	<i>Salaries</i>		<i>Office Expense</i>	<i>Equipment</i>	<i>Other Items</i>	<i>% of total Adm. Budg.</i>	
	<i>Full %</i>	<i>Part %</i>					
20,612	77.6	5.5	16.9	←	NO	32.2	(1)
9,641	66.4	10.1	12.1	.3	11.1	4.5	(2)
9,400	54.4	15.4	29.3	←	NO	—	(3)
8,475	75.0	—	25.0	NO	NO	14.0	(4)
8,146	58.23	—	2.37	4.13	35.27	4.35	(5)
8,011	65.0	10.0	25.0	←	NO	23.6	(6)
5,660	80.7	6.5	13.0	NO	NO	—	(7)
5,214	86.6	—	13.3	←	NO	10.0	(8)
4,100	89.0	NO	NO	6.0	5.0	29.0	(9)
3,200	70.0	4.0	23.0	3.0	NO	10.0	(10)
2,400	60.0	5.0	25.0	6.0	4.0	—	(11)
1,763	78.9	4.5	16.5	←	NO	—	(12)
1,477	85.3	5.4	9.16	NO	NO	21.0	(13)
1,440	63.4	1.8	11.5	YES	23.5	—	(14)
1,428	70.0	6.6	19.4	4.0	NO	19.0	(15)
1,400	76.0	11.0	12.0	1.0	—	23.0	(16)
1,175	86.9	—	13.7	NO	NO	—	(17)
1,092	54.0	31.0	15.0	←	←	8.9	(18)
986	49.0	27.0	24.0	←	←	1.6	(19)
814	69.7	—	27.4	2.2	.06	—	(20)

## Notes (by numbers):

- (1) "does not represent total expense chargeable to administration"; does not include telephone or telegraph.  
 (2) percentages are for this year; "total percentage not accurately worked out"; other items are: travel 1%, diplomas 10.1%.

- (4) "total percentage approximate"; "equipment from general fund."
- (5) other items are: travel, building, upkeep, etc.
- (6) "equipment item will be larger in future."
- (8) "total budget not enough."
- (9) item of office expense not charged to the Registrar's budget.
- (14) not include telephone or telegraph; other items are: travel, advertising, catalogue, diplomas, commencement programs.
- (15) Registrar and Dean's offices combined.
- (16) other items are: catalogues, circulars, advertising, announcements.
- (18) Registrar and Dean's offices combined.

TABLE II  
Non-State Schools

<i>Students</i>	<i>Salaries</i>	<i>Office Expense</i>	<i>Equipment</i>	<i>Other Items</i>	<i>% of total Adm. Budg.</i>
	<i>Full %</i>	<i>Part %</i>			
13,890	58.0	21.0	11.0	NO	24.0 (1)
7,546	34.0	42.0	18.0	5.0 1.0	40.0 (2)
5,734	60.0	5.0	27.12	NO 2.5	25.0 (3)
5,416	87.3	←	10.2	2.5 NO	— (4)
3,000	56.0	.4	14.0	1.1 28.5	— (5)
2,400	70.0	NO	20.0	10.0 YES	— (6)
2,059	85.0	←	15.0	NO NO	— (7)
908	75.0	4.0	17.0	4.0 NO	13.0 (8)
881	64.5	11.6	23.8	← ←	15.7 (9)
798	70.0	10.0	18.0	2.0 NO	— (10)
652	56.0	29.0	15.0	NO NO	10.0 (11)
567	75.0	5.0	15.0	5.0 NO	10.0 (12)
560	75.0	15.0	9.0	1.0 NO	8.0 (13)
542	32.0	55.0	9.0	NO 3.7	9.5 (14)

Notes (by numbers):

- (1) "difficult to give the total cost of administration—approximate only."
- (2) not include telephone or telegraph or printing.
- (3) not include telephone.
- (4) "not based on percentages, but on actual needs. Percentages this year were these."
- (5) salary does not include assistant Dean in charge of records office. Percentages approximate only.
- (6) percentages approximate; other items with office expense.
- (7) office does not handle admissions.
- (8) percentages approximate only; printing includes catalogues.
- (11) "equipment taken from other funds."
- (12) "includes \$50 for books, magazines and sundry expenses; any unused balance may be applied on other items."

President TUTTLE: We will now proceed with the discussion of Mrs. Morrow's paper.

Mr. STEIMLE: Our budget is made in accordance with the accounting system of the State Administration Board, the Central Board of Normal Schools in Michigan. The president of our institution makes the budget for the personnel service, and the rest of it, for the whole institution, rests in my hands, so that possibly I am under a budget.

I am more concerned with the budgeting of time in my office than I am with the budgeting of money. I wonder if Mrs. Morrow is in a position to inform us in regard to the attention given this question by the institutions comprising this Association. High-priced clerks and stenographers should do the higher class of work, and the cheaper grade of labor should do the purely mechanical work. I try to see that my office functions efficiently, and that the money is wisely spent, seeing to it that the efficient stenographer does not do thirty cents an hour labor when paid to do a higher grade of work.

Mrs. MORROW: I cannot throw very much light on that subject. I did not consider it.

President TUTTLE: Is there any further discussion?

Mr. E. J. Grant, Registrar of Columbia University, has an announcement to make with respect to the question box.

Mr. GRANT: You will see in the rear of the room a box and a supply of cards on which your questions may be submitted. The questions should be worded so as to call for the answer "Yes" or "No," so that when they are put to this assembly they may be voted upon, that is, that we may have a show of hands on each question. I won't be able to open that box, because the carpenter who made it screwed on the lid. However, I shall endeavor to open it tomorrow, and at that time a number of the questions will be selected to be discussed at the forum on Thursday. All of the questions will be listed and circularized among the members of this association later on through the mail, and the result will be tabulated and reported in one of our bulletins.

A number of announcements were made by President Tuttle in regard to the various items on the program. The morning session adjourned at 11.30 a. m.

**TUESDAY AFTERNOON SESSION**

One-thirty o'clock.

President TUTTLE: The afternoon session will please come to order.

This afternoon we are to have a report of progress from our Committee on Educational Research. I take pleasure in turning the meeting over to Mr. R. N. Dempster, chairman of that committee.

Chairman DEMPSTER: Mr. President and fellow registrars:

First of all, I want to thank the Executive Committee for the privilege it has so kindly afforded the Committee on Educational Research and for the opportunity of informing you of the results of our efforts.

The program for this afternoon has been divided into two parts, a report of progress and some recommendations which your Committee on Educational Research wishes to make to the convention.

I must ask you to be somewhat lenient in your criticism of the report. I wish you would bear in mind that your Committee on Educational Research is only two years old, a mere infant. We do feel, however, that there is a future for this committee, and that there is a need for it. Those of you who heard Dean Kelly's talk this morning realize that there are in the registrar's office data of considerable importance and we hope that the members of this association will take the initiative in finding out those data, and exploiting them, so to speak. We have a unique opportunity, and if we seize upon it, we should be able to make a valuable contribution to the advancement of higher education.

I will now call for the first paper. The first speaker this afternoon is Mr. J. R. Sage, Registrar of Iowa State College, who has for his subject, "Freshman Mortality."

## FRESHMAN MORTALITY

By J. R. SAGE

*Registrar, Iowa State College of Agriculture and Mechanic Arts.*

At the 1925 convention, several members indicated an interest in the study of Freshman Mortality, one of the topics suggested by the Research Committee. Before the close of the convention a group meeting was held to discuss the method of procedure to be followed. It was agreed that the study should be limited as follows:

- I. Consider only the freshmen who entered college the Fall of 1925 without advanced credits.
- II. Determine (a) the number who drop out before June 1926, with reasons.  
 (b) the number who at the end of the year are not eligible to return by reason of low scholastic records.

The reasons for withdrawal before the end of the year are being tabulated under the following headings:

Financial	Dropped by Faculty for
Matrimony	Poor Scholarship
Ill Health	Dropped by Faculty for
Illness in Family	Moral Delinquency
To teach School	Transferred to another
Business Position	College
	Other reason

For the students who remain in college until the end of the year and are dropped by the Faculty at the close of the Spring term, the reasons for failure are to be grouped under the following headings:

Lack of Ability	Automobile
Lack of Adjustment	Self-support
to College Conditions	Too much Fraternity
Social Life	Smoked Too Much
Athletics	Other Reason
Unsatisfactory Housing	

The group of students who withdraw from the college voluntarily is not, in general, of as great interest to college administrators as are the students who are dropped by the college authorities. Most of the students who withdraw voluntarily do so because of reasons beyond the control of the college, such as financial difficulties, illness of the student or of a member of his family, etc. Of greater interest are those cases in which withdrawal is at the request of the Faculty. In such cases the institution may well ask itself whether it has in any way been responsible for the student's failure to do satisfactory college work.

The following institutions are co-operating in this study:

Goucher College	Phillips University
Iowa State College	Princeton University
Knox College	State University of Iowa
Michigan State College	Stevens Institute
Michigan State Normal Ypsilanti	University of Maryland
Missouri School of Mines and Metallurgy	University of Michigan
Morningside College	University of Pittsburgh
	University of Texas
	University of Wyoming
	Western Reserve University

A few other institutions indicated an interest in the project, but since the forms were distributed have not indicated definitely that they intend to complete the study.

The records of approximately 11,700 freshmen students are being tabulated for analysis. For the institutions from which records of withdrawals have been submitted, the returns show that approximately 14 per cent of the freshmen who entered in the Fall Quarter are not now in residence.

As the scope of the study extends to the end of the present year, it will be necessary to wait until the 1927 Convention for a complete analysis of the data secured. Some of the colleges have, however, prepared partial reports on this project or complete reports of similar investigations of the records of earlier classes, and the Chairman of the Research Committee

has kindly consented to include these sub-reports as a part of the report of this Committee.

Since the study is not complete, it is not too late for other institutions to participate in this project. Copies of the forms that are being used will be furnished to any who are interested.

Chairman DEMPSTER: Is there any discussion of Mr. Sage's paper?

Mr. ELLIS (Yale University): My task at Yale is solely with Freshmen, so for that reason this topic is particularly interesting to me. I feel it especially, because in our office machinery the committee makes its decisions, the Dean O. K.'s the decision and it is my duty to say "good-bye" to the boy. It is a grievous thing to drop a freshman, when you stop to think about it. So often we give that boy a real inferiority complex, when we just think how difficult it is going to be for him to gain admission to another college. The time was when it was not difficult, but now when a boy is dropped he has difficulty in entering another college. We must be patient. We must use all the methods possible to really know the boy. Remember always that, after all, our present methods of putting a value on a boy are more or less superficial. There are so many things that enter into that freshman's standing. It is a time of readjustment; so many are away from home for the first time. I know of no subject that we should study more carefully than this one. I hope, as an association, we shall back Mr. Sage's project and send him all possible data, so that a year from now we can have a report that will be very helpful to all of us. Above all, we must remember and keep the viewpoint that they are boys, that it is their first attempt.

You may have read that sometimes at Yale we have what the newspapers call riots. We had one on March 2. You know, along in the spring of the year, after the distressing winter, there come one or two warm nights. Some boy up at the window in the quadrangle throws something out of the window. Then some other boy throws something out of the window. It is really spring house-cleaning, and the time for throwing out of useless firewood. It is too heavy to carry off, so it is hurled out of the windows. The victrola records have become worn and scratched and out they go, too. The furniture that has been damaged slightly in the Saturday evening rushes also goes out. Other things go out which I won't mention. It is possible to start a bonfire or two, and such fires are started. Then an enterprising youth spots a fire alarm station at the corner and punches the bell, and up comes the entire fire battalion. Before they get through the police arrive and then the picture is complete.

Now, the question arises, what will we do with such fellows?

Last year we had such a riot and we cudgeled our brains over the problem following in the wake of such activity. We threatened the participants with dire penalties, with every penalty we could

think of. About a week later I heard a terrific crash in our most exclusive dormitory. I was rather apprehensive and somewhat nervous as the neighboring policeman came over and said, "Mr. Ellis, come over, there has been an explosion." I went over and found an exploded shotgun shell, which told me the story. There was a tack driven right into the cap. Now, you men who are familiar with shotgun shells, please tell us how you would drive a tack through the cap of a shell with safety? You may think of the employment of a vise, but how would you do it? I went up to the third floor, with rather a good idea of who it was, as the chap's father had just returned from a big game hunt in Africa. It is no secret—it was Dr. Sutton's son. I went in and said, "Dick, what have you been doing?" And he said, "I was experimenting." And I said, "Dick, how in the world did you do it?" He said, "Well, Mr. Ellis, I was wondering about it; I had some gum, and I put the gum over the end of the shell, and put this tack through the gum and it was held firmly in place with the point of the tack right in the cap and I went on the third floor and I dropped it down." I said, "But, Dick, how did you make it fall straight, so that it would land on that tack?" And he said, "I took two feathers, and I tied them around with a string, and it went down just like an arrow." (Laughter.)

You know, we have got to remember that they are boys. Give them every possible chance and if they can't do their work, they will have to go.

I have a little report of our mortality record that I think will interest you. Our freshman class is limited to eight hundred and fifty students. We dropped 21% in the class of 1924. Out of that class, 58 per cent came in without conditions. Now, for the next six classes, the percentages are as follows: 70 per cent, 74 per cent, 78 per cent, 91 per cent, and this year 93 per cent have come in without entrance conditions.

Here I have an interesting column, the class of 1926 had 22 repeaters. We have discovered that the repeater is a bad bet. The boy who repeats, unless he has been ill, or there are other obvious reasons, is a poor bet, and we are not taking the ordinary repeater. In the class of 1927 we found 55 repeaters, the class of 1928, 41 repeaters, and this year we have only 33 repeaters, and almost all of the present group of repeaters are such because they were sick, there was distress at home, or trouble, and they had to withdraw; but as to the out-and-out repeater, we are eliminating him. I am glad to read this last column which deals with the percentages of repeaters in the various classes: the class of 1924 had 21 per cent, the class of 1925, 17.9 per cent, the class of 1926, 17 per cent, and 1927, 15 per cent. The class of last year 12 per cent and in 1929 I think I can safely say we shall not lose more than 10 per cent.

Chairman DEMPSTER: Is there any further discussion?

Mr. LAMKE: We have made no special study of freshman mortality, but going back a matter of four or five years, we have found that in the college of liberal arts we have lost an average of 50 per cent of the freshman students. There are a number of factors to be taken into consideration in this list, and, as I say, the figures are

uncorrected, but even in the past year the figures still remain about 50 per cent, and that means a total number of about 350 lost. Last year, that is between last year and this year, 145 were dismissed by the freshman advisory council, and a good many others apparently withdrew because they did not feel that they were able to keep up the pace that was set for them.

Last year in the school of engineering I found the number that returned was about 58 per cent. Those who returned to the engineering school, including those that returned to the University but to some other school, was about 64 per cent, so that it does not represent such an enormous loss after all. I have also found in going through the records, that a certain number of students withdraw for no apparent reason. I have taken the individuals who did not return this year and have attempted to find out why they did not return. I have not been able to complete the study as yet, because I find some few, I believe a total of 18 who withdrew for no apparent reason; that is, they withdrew at the end of the semester or the end of the year with fair or good records. By a fair record I mean a record of the student who has completed all of his work with no deficiencies, and a good record was somewhat above that. Any record in which there was a deficiency was counted as fair, and those under the general deficiency rule were so designated.

The result of this preliminary survey has indicated that the reasons for the freshman mortality in our school of engineering is poor scholarship. Whether we set too rapid a pace for the freshmen, or whether they were poorly prepared in their high school work, has not yet been determined, but certainly poor scholarship plays a very important part in the freshman mortality in that school.

I am proposing to extend this investigation to include the school of architecture and to the college of liberal arts, the only schools to which students are admitted directly from high school. I shall be very glad to turn over to Mr. Sage, as the investigation proceeds, the result of the investigation.

Chairman DEMPSTER: Next year we should have some interesting reports from Mr. Sage's committee.

The next report is on the "Dropped Student," by Miss Carrie May Probst, Registrar of Goucher College.

Miss PROBST: This is merely a report of progress.

In the Fall Bulletin of the Association there appears a statement of the outline adopted by those interested in the study and the names of the registrars who manifested a desire to participate in the study. The outline to be followed is as follows: This study is limited to regular students who are candidates for the liberal arts degree. The term "Dropped Student" is defined as a student dropped from the institution

for at least one term on account of unsatisfactory scholarship.

The study covers a period of five years, from 1919-1920 through to 1923-1924. The first division includes the following items.

1. A complete list of all the students dropped in each of the five years, with the dates of entrance and leaving.
2. A history of each individual after being dropped, those who continued with their education, the types of educational work and a record of subsequent occupation. Those who entered at once upon an occupation, the type of occupation with the degree of success.
3. A record of the non-remunerative activities of all included in the list.

At the close of the meeting a year ago, eleven registrars signified their interest in this study. As a result of our last committee meeting at this session, we find that six of the eleven have been able to cover the data from their own records which we hope to complete and put in some definite form. Two other registrars have joined the active group, so that we hope there will be eight co-operating registrars in this group. Whether or not we shall be able to put the data into such form that it can be published will have to be determined after the members of the group have had a further opportunity to compare and examine the material thus far assembled.

Some results, however, have already developed. A discussion of this study has revealed a deficiency in the records and a desire to have more complete records on the part of a number of registrars. Many of those interested in the study found that their office records were not adequate to give the needed data. They have signified their intention of seeing that more complete information about students dropped on account of unsatisfactory scholarship is secured and made a part of their office records.

A discussion of the study has also revealed a general interest in the subject of the "Dropped Student." Those engaged

in the study hope to have a definite summary of the findings to present at our next meeting.

Chairman DEMPSTER: Is there any discussion of Miss Probst's report? If not we will go ahead.

Mr. SMITH (Wisconsin): I have been interested this year in another phase of the dropped student and that is to see if I could not find out some way of keeping the dropped student from getting into the university. I took 223 students admitted on probation from the high schools because of low grades during the years 1922-3 and 1924-5, and found that 46 and a fraction per cent of those students could not survive the first semester. Eighteen per cent could not do the second but succeeded in getting through the first and then we found that of that 223 we had 78 students who were in college the last semester. Of the 145 remaining only one-third passed all of their elections. If we can get some way of keeping those students, two-thirds of those on probation, from coming to the university, we will lessen the number to be dropped. For the first semester of this year I have been trying to find out what type of preparation the dropped student has had. The proper coordination of high school and college work is a vital factor in the life of the student and serious attention should be given this question.

From an economic standpoint the dropped student is a liability and continual drag on the time and energies of the faculty. Students dropped by Wisconsin go elsewhere and cause endless worry and often useless expenditure of energy. The question which Miss Probst's committee is investigating is a very important one.

Mr. WEST: I think that this question deserves serious consideration from the group in view of what Mr. Smith and Mr. Ellis have said. Our secretary was telling us yesterday that he planned to have his new office on the fifty-second floor of the "Catherdal of Learning," and that he did not think it would be necessary to drop students more than once. (Laughter.)

Mr. BEHAN (Kansas): How many of the institutions have a rule that students failing in 50 per cent of their work are not allowed to come back except in the case of the freshman year?

Chairman DEMPSTER: I think we will leave such matters requiring a show of hands until the proper time. Mr. Grant is the chairman of the "Question Box Committee," and later on we shall have a show of hands on that subject.

The third paper we are to have is by Mr. Kerr, Registrar of the University of Arkansas, who has for his subject, "Validity of the Normal Distribution Curve as Applied to College Grades."

Mr. KERR (Arkansas): I would like to have you take up the papers, printed in blue type, which you will find in your

envelopes. Please turn to page three of that paper, because I would like to have you follow that table as I call attention to a few things which you will find in there.

My title is not the same as on the program. I have entitled this "A Brief Study of Grade Distributions." What I have to present is a reconsideration of a study. Twelve of my colleagues signified their desire to study this problem at the meeting in Boulder, and those twelve were to secure statistics from nine institutions. When the material came to me I found that two of these institutions reported a system of three passing grades and failures. Two institutions reported on five passing grades and failures, and five institutions reported on four passing grades. It was obviously impossible to combine and compare figures from institutions which had varying numbers of passing grades. Of the last five, one had sent in percentages only, without the number of passing grades, and what we had finally were the four institutions that sent in the numbers of their grades as well as their percentages on the four passing grade systems. These I have designated by the numbers one, two, three, and four.

#### A BRIEF STUDY OF GRADE DISTRIBUTIONS

By FRED L. KERR,  
*Registrar, University of Arkansas*

According to the program I am to report to you on the validity of the normal distribution curve as applied to college grades. Our group set out a year ago to study this problem, but I fear we have fallen far short of it. The work was somewhat hampered through the necessity of changing chairmen during the year, and what I have to present to you at this time is rather a brief preliminary study of the grade distributions of several institutions, which I have designated in the table and graphs on the following pages by the numbers 1, 2, 3, and 4.

In the table on page 3 I have endeavored to present some

comparison between the general grade distributions of the four institutions and the distributions of related departments in a form that would show the variations at a glance. The first section gives the actual grade distribution by percentages for all the grades assigned in each of the institutions over a three year period, 1922-25. In the succeeding sections I have set down a comparison of similar departments or related groups of departments in the several institutions. This, however, is not a direct comparison of the distributions in two departments, but is rather a comparison of the amount of deviation of one department from the general average for its institution with the deviation of a similar department in another institution from the general average for its institution. These deviations are shown by the symbols +, —, 0. Thus the symbol 0 set opposite English and Public Speaking, No. 1, under A, indicates that the percentage of A grades assigned by these combined departments differed from the general average of A grades for institution No. 1, 9%, by less than 2%. Similarly a single + or — indicates that the percentage of that particular grade assigned by that department is from 2 to 4.9% above or below the general average for that institution. A double + or — indicates a corresponding variation of from 5 to 9.9% above or below, and a triple + or — indicates a variation of 10% or more.

It should be remarked, therefore, that a row of zeros shows almost complete agreement between the distribution for that particular department and the general average distribution for its own institution. A row in which appear single plus or minus signs shows appreciable though perhaps not unwarrantable deviation from the same standard.

The purpose of arranging the material in this form was to see whether or not similar departments in different institutions were consistently marking higher or lower than the general average for their school. There appears to be no such general agreement except in a few notable cases. For instance, notice the large number of plus signs occurring in the D and failure columns opposite Mathematics, indicating a

considerably larger number of low grades than the general average. The minus signs in the C column indicate a small number of average grades, and the number of B grades is somewhat small, while there is a tendency to increase again in the A column. Translated into graphical terms we may say that there is here shown a noticeable tendency to flatten out the distribution curve, making it unusually low in the middle and high at the ends.

To take another example, look at the Fine Arts Department. Here we have an unusually large per centage of A and B grades with comparatively few in the other columns. In graphical terms, this shows not a flattening of the curve as in the case of Mathematics, but a skewing toward the upper end. If your mental arithmetic has not been left at home you can calculate from the table that this department in institution No. 4 shows over 80% of A and B grades. As a matter of fact it has 86.2%.

In the graphs on the last pages I have shown certain comparisons in a different form. Fig. I shows the general average distribution of grades by per centages over the three year period for each of the four institutions. In figures II, III and IV are shown the distributions respectively for English, Science and Fine Arts in the four institutions. In these graphs there is a direct comparison between similar departments in the several institutions.

With these few suggestions I will leave it to you to make what further comparisons you may be interested in. You will readily see that with the data at hand, there has been no opportunity to examine into the validity of the normal distribution curve as applied to college grades. From the graphs in figure I it may be seen that two of the institutions follow the normal curve rather closely while two do not. Institution No. 1 is the only one that had been following a definite standard distribution.

I have in mind that it might be worth while to continue this study if data can be secured from about five or six institutions which have been operating on a standard grade dis-

tribution over a three year period and from a similar number who have not. I will, therefore, close my paper by asking you who are here to consider whether you are sufficiently interested in the study to compile and submit the necessary data.

TABLE I

Showing the deviation of the grade distribution of certain related groups of departments in four institutions from the general average distribution of each school.

Note that the distribution for any one department is compared with the general average of its own institution. Deviations are indicated as follows: 0, less than 2%; + or —, from 2% to 4.9%, ++ or ——, from 5% to 9.9%; +++ or ——, more than 10%.

	Insti- tution of grades	Total No.	A	B	C	D	Failure
				Percentages			
General Average	1	51387	9.0	23.6	42.7	17.0	7.9
	2	24390	9.3	28.6	45.9	12.4	3.9
	3	43052	16.3	40.7	29.9	8.1	5.2
	4	156749	14.8	41.4	23.8	8.1	7.4
			Deviation				
English and Public Speaking	1	6887	0	—	—	+	+
	2	3812	0	0	0	0	0
	3	9980	+	++	—	—	—
	4	19972	—	0	0	0	+
Foreign Language	1	4478	0	0	0	+	0
	2	753	++	0	—	0	+
	3	8297	—	—	+	++	+
	4	12654	+	—	0	++	0
Mathematics	1	2352	0	—	—	+	+++
	2	1125	0	—	—	++	+
	3	2504	++	—	—	++	+
	4	4807	+	—	0	++	++
Sciences	1	7223	0	—	+	0	0
	2	1788	0	—	—	++	+
	3	6279	0	—	++	+	+
	4	19607	—	—	+	0	0
Social Sciences	1	6336	0	0	0	0	+
	2	4657	+	—	—	+	0
	3	8865	—	++	+	—	0
	4	31663	—	—	—	+	0
Fine Arts	1	3975	0	++	0	—	—
	2	3034	+	+	0	—	—
	3	1161	+++	+	—	—	0
	4	9016	+++	+++	—	—	—
Physical Education and Military Art	1	6550	0	0	+	—	—
	2	3647	—	—	+++	0	0
	3	411	—	—	+	+++	++
	4	16368	+	+++	—	—	—

	<i>Institution of grades</i>	<i>Total No.</i>	<i>A</i>	<i>B</i> <i>Percentages</i>	<i>C</i>	<i>D</i>	<i>Failure</i>
<b>Education</b>	1	4332	—	++	++	0	0
	2	3592	—	0	0	0	0
	3	4359	—	+	+	—	—
	4	15330	+	+++	--	—	—
<b>Agriculture</b>	1	2579	++	++	—	—	—
	2	963	0	+	0	—	0
	4	3556	0	+	+	—	—
<b>Home Economics</b>	1	1637	0	++	+	—	—
	2	662	0	+	—	—	0
	3	1196	+++	+++	--	—	—
	4	3757	0	+++	--	—	—
<b>Engineering</b>	1	4776	0	0	0	0	0
<b>Manual Training</b>	2	357	++	++	--	—	0
<b>Engineering</b>	4	8056	--	—	++	0	0

GRADE DISTRIBUTION CHARTS  
COMPARING DISTRIBUTIONS FOR FOUR INSTITUTIONS OVER A  
THREE-YEAR PERIOD

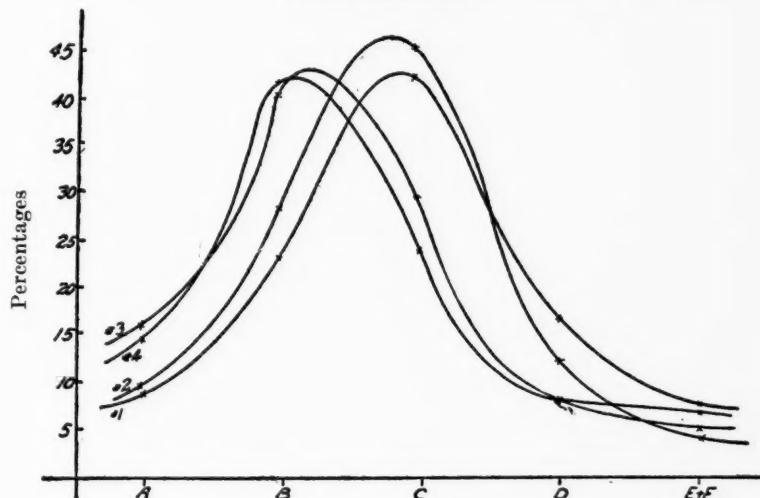


FIG. I—GENERAL AVERAGES

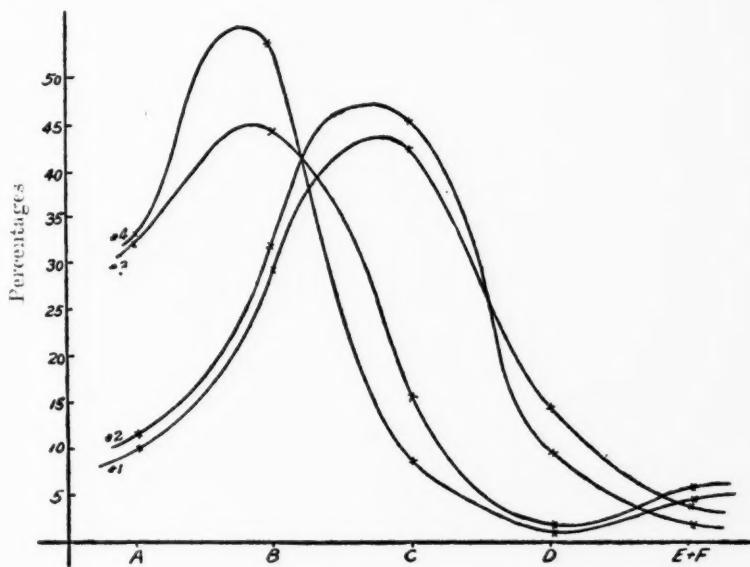


FIG. II—ENGLISH

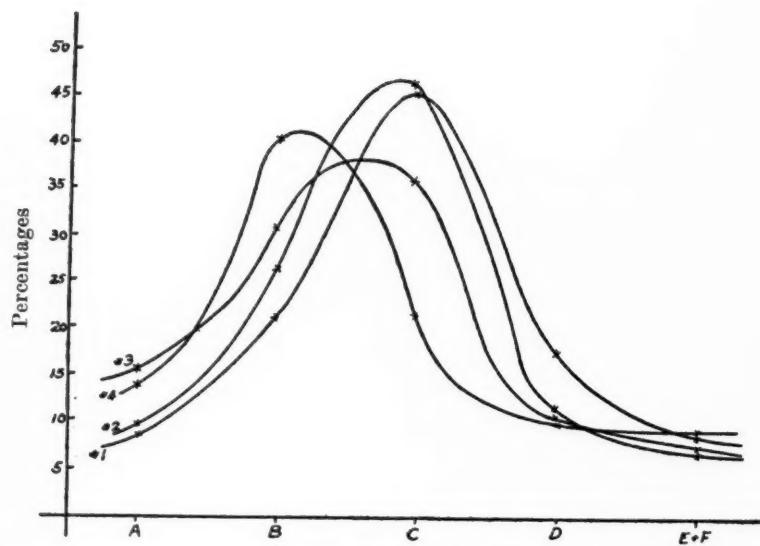


FIG. III—SCIENCES

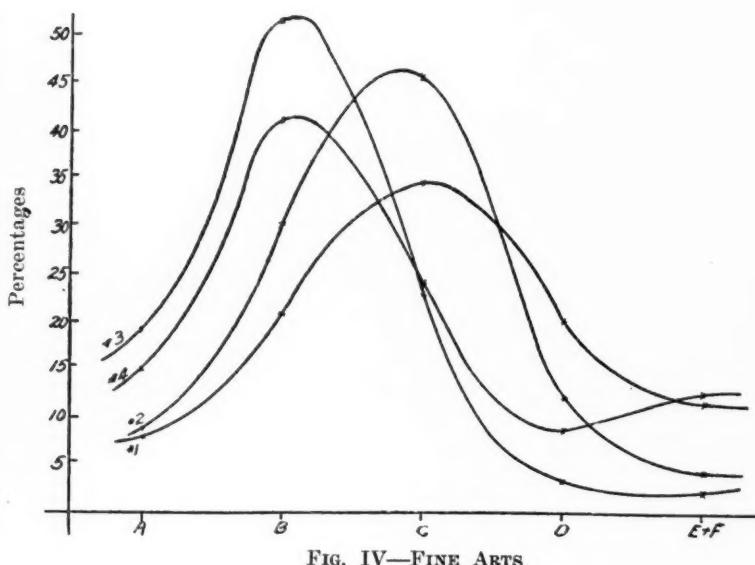


FIG. IV—FINE ARTS

In concluding this paper I wish to state that I would like very much to meet a half-dozen or even a dozen members (some from institutions which have the standard grade system and some from institutions which have not), who are willing to compile the figures. Perhaps we might get together for a few minutes about 6.30 this evening. When we are gathering for the banquet, we might have a meeting on this same floor over on the other side of the registration table where there are comfortable chairs.

Chairman DEMPSTER: Mr. Kerr's paper is before you for discussion.

Mr. STONE (Purdue): I am very much interested in this paper. We at Purdue have been carrying on studies on the distribution of grades for several years. We have published one bulletin on the matter and are carrying on the studies from year to year as a matter of routine. We have a committee on grades, of which I am a member, which carries on this work. Unfortunately, our figures are not comparable with those in this table. We find, of course, that we do not have a standard distribution and naturally we encounter many differences as did Mr. Kerr in preparing his tables. That is to be expected. We must also expect a certain difference between institutions. In fact, we should expect more differences between institutions than between individuals because of the different grading systems; and even in those institutions where the standard system of four passing grades has been adopted, the definitions of the grades are so uncertain that no uniformity of distribution can be expected. In institutions which define their passing grades, let us say, A, B, C, and D, on the basis of the percentage of achievement, A—90 to 100, B—80 to 90, etc., using the qualitative definition for the grades, it becomes still more a matter of judgment with the individual instructor and it would be strange if there were any uniformity between individuals or departments of the same institutions, much less as between the different institutions.

The other scheme which is coming into favor—that of having an institution prescribe a standard distribution of grades—is at least understandable and definite, and, in my opinion, even if used in the most crude form with no provision for the probable error in small selections and with no provisions for selected groups in the principal classes of elective courses, it is fairer than any other system that I know about.

Each institution, I think, has a right to set up for itself its own standard of distribution. It may be the distribution according to the normal curve or it may be any other.

I think we all ought to support the committee. I think the committee would be justified in going still further and sending out a questionnaire to all of us. I don't know how many of us, how many institutions here represented, make a routine practice of computing, figuring out, each year, what the distribution of grades for the whole

institution and for the various departments may be, but I don't see how any administrative officer can function without that information. I should think it would be necessary, and I am sure that a large proportion of the institutions represented here have that information which they would be glad to furnish to the committee upon request; and I think you would be wholly justified in sending a questionnaire to every institution represented here.

One other suggestion,—I think the committee might very well publish a bibliography on this subject in the *Bulletin*. Of course, there is a lot of printed material on the normal curve and the distribution of grades, and there must be a lot of material in the form of committee reports in the files of the faculties of the various institutions. If the committee could gather such material, summarize and publish it in the *Bulletin*, it would be very valuable.

Chairman DEMPSTER: The committee will take your suggestion under consideration, Mr. Stone. Is there any further discussion?

Mr. KERR: If not, I would like to say one more thing. It seems to me that there is one further feature of this kind of study that deserves consideration. If we were to go ahead on the basis I have suggested, and have a half-dozen institutions which have followed a standard grading system, and a half-dozen which have not, I think we could arrive at some conclusions.

There is one matter here to which I would like to call attention. What shall we do with the senior class or classes in which there are seniors only? What shall we do with classes in which there are freshmen only? Some of our deans make the charge that the faculty, in order to accomplish the distribution prescribed and required by the institution, will take out their flunks on the freshmen. Perhaps they do. I am not quite prepared to say that they do not. I will not categorically deny it, and yet, I am very certain that that is not nearly so much true as some of them think. I think that feature of the study would be particularly interesting to go into.

I made a study of this sort in' my own institution. I took the seniors who graduated last year and followed that particular group of 100 or 150 students back through the four years. That is, I took the seniors who had graduated and had been in school four years and found what the averages

were as seniors, what was the average of the particular group as juniors, sophomores and freshmen, and you would be surprised at the little change I found.

Chairman DEMPSTER: We will now pass to the second major part of the program—the report of the Committee on Educational Research. This appears on the program as "Progress Report on Uniform Enrollment Terminology, Summary and Recommendations."

#### REPORT OF THE COMMITTEE ON EDUCATIONAL RESEARCH

The American Association of Collegiate Registrars, in convocation assembled at Boulder, Colorado, instructed the Committee on Educational Research to make a study of and submit recommendations with reference to:

FIRST, such definitions of terms of enrollment as will be applicable to the several types of institutions holding membership in the Association, and so far as possible, to other collegiate institutions;

SECOND, such common units of enrollment measurements as will permit of exact comparisons of student loads in comparable institutions; and

THIRD, such minimum requirements for annual reports as can regularly be made available for transmittal to investigators desiring such information from members of this Association.

In accordance with these directions, your committee forwarded to each member of the Association a set of definitions which, in its opinion, would form a basis for discussion and eventually reveal the true situation in regard to institutional practices.

1. A student, for purposes of measurement of college enrollment, is considered to be any person who enrolls in any class of collegiate grade and pays the requisite fee.

2. A matriculated student is a student who has met fully (i. e., without conditions) the entrance requirements of the institution in which he is enrolled.
3. A special or unclassed student is a student so classed by the institution in which he is enrolled, and may or may not be a matriculated student.
4. A non-matriculated student is a student who has not fully met the entrance requirements of the institution in which he is enrolled.
5. A full-time student is a student enrolled for the normal load of the curriculum which he is pursuing.

Note.—A count of full-time students is not a count of individuals but represents a theoretical measure of program load. If 15 hours is the normal load, a student carrying 10 hours would be two-thirds of a full-time student, and one carrying 20 hours would be four-thirds of a full-time student.

6. Total enrollment for any period is a count of the number of individual students as defined above who have registered and paid fees.
7. Total theoretical full-time enrollment for any period is a summation of the program loads based on the method explained in note under heading 5.
8. Actual attendance at any specified time may be expressed in terms of 6 or 7, from which the proper deductions have been made for students who have withdrawn prior to the date.

The replies received indicate a lack of uniformity in enrollment terminology usage. They range from entire acceptance to almost complete rejection.

Mr. Mitchell, Registrar of Stanford University writes:

"As far as I can tell, the definitions are entirely acceptable to us and in accordance with our present custom."

Mr. Dorcas, Registrar of the State University of Iowa, replies:

"I do not see any good reason why we should not accept and 'go by' the definitions which your committee is proposing."

Mr. Payne, Recorder and Examiner of the University of Chicago takes issue with the Committee. He says:

"Definition number one, I approve. Definitions two, three, and four, I strongly disapprove. I see no reason why the word 'matriculated' should be used in any other sense than that in which it is defined by Webster—to enroll; to enter in a register; specifically, to enter or admit to membership in a body or a society, particularly in a college or in a university, by enrolling name in a register.' This is the sense in which the word 'matriculate' has always been used at the University of Chicago. Since all students are enrolled by name in a register, we have no 'non-matriculated' students. It appears to me that any institution that has so-called 'non-matriculated students' is creating a special meaning for the term 'matriculated.' All of our students are matriculated. In contrast with the word 'unclassified' or 'special' we use the word 'classified.' Classified students in the colleges are candidates for degrees; unclassified students are not candidates for degrees, etc."

These replies, while indicating the difficulties of the situation, more than ever emphasize the need of uniformity in enrolment terminology. Your committee is convinced of the latter fact, and is of the opinion that the best way to stimulate interest in uniformity is to begin with a simple definition and gradually build up a glossary of meaningful terms.

In view of the several valid objections to the definitions submitted to the members, your committee has decided to postpone further discussion concerning them and for the time being to confine its attention to the factors determining the inclusion of names in the register.

With this purpose in mind we recommend,

First, that the American Association of Collegiate Regis-

trans endorse the following definition: "A student, for purposes of measurement of college enrollment, is considered to be any person who enrolls in any class of collegiate grade and pays the requisite fee";

Second, that the Committee on Educational Research be authorized to solicit the following information from the member institutions about November first and to publish the results in the winter number of the *Bulletin*:

<i>Name of Institution</i>	<i>Total Student*</i>		
	<i>Enrolment</i>	<i>Enrolment</i>	<i>Total</i>
Col. of Arts, Sciences, and Lit.	Men	Women	
College of _____	"	"	"
etc.	etc.	etc.	etc.
Extension	"	"	"

*Note:* State briefly the factors determining the inclusion of names in register, viz., merely registrations, one week, two weeks, or one month of residence, etc.

R. M. WEST,  
 F. L. KERR,  
 C. E. MELVILLE,  
 K. P. R. NEVILLE,  
 R. N. DEMPSTER, *Chairman.*

That is the report of your Committee on Educational Research.

What action do you wish to take in regard to it?

Mr. WEST: I move you that the report be approved.

Mr. KERR: I second the motion.

The motion was unanimously carried.

Chairman DEMPSTER: The final portion of the Report of the Project Committee consists of a paper prepared by Mr. West on the subject—"Standardization of Enrolment Terminology." Mr. West will present his report at this time.

\* See 1st resolution.

## STANDARDIZATION OF ENROLMENT TERMINOLOGY

By R. M. WEST

*Registrar, University of Minnesota*

With some advance information as to the content of the report of the Committee on Educational Research, I have put what I have to say in manuscript form. This is partly for my own protection, but principally for yours, since extemporaneously I might discuss the topic indefinitely.

In addition to emphasizing certain significant features of the report, I have the permission of the Committee to speak briefly on the question of defining the full-time student which has not been included in the Committee's recommendations, but is nevertheless pertinent to the general project.

Let me say, *first*, that it seems fair to assume, as the Committee has assumed, that there is at this time no question as to the value or the necessity of greater uniformity in enrolment terminology. Previous conventions of the Association have listened to arguments favoring uniformity and it is impossible to read a report based upon comparative enrolment data, or reply to a questionnaire involving such data, without being forcibly impressed with the fact that standardization of terms is one of the vital needs for the furtherance of research in education. To argue further on this point would be superfluous.

In the *second* place, the Committee should not be understood as being prejudiced in favor of the particular terms which it offers in the definitions presented. On the contrary, it will be glad to incorporate in the final report any modification or re-wording which appears to be more generally acceptable, provided such change does not nullify the purpose of the definition.

Furthermore, the Committee feels that however important appears the necessity for early action, no definition should be adopted by a bare majority vote in its favor. Every institu-

tion represented here, has its own peculiar problems with reference to student accounting. It would be most unfortunate and short-sighted as well as impracticable for fifty-one per cent of us to legislate in these matters without due regard and consideration for the resulting problems of the other forty-nine per cent.

While it is obvious that to delay action until every possible objection has been met would inhibit all progress; it is equally apparent that permanent progress can result only through a process of evolution, and by giving to each objection which appears, the fairest possible consideration. The Committee on Educational Research, I believe, is committed to this policy which I hope will be endorsed by the Association.

*Third:* I believe it is a well recognized fact, but nevertheless deserving of emphasis at this time, that the policy with reference to registration statistics is not in many cases, a matter to be determined solely by the Registrar's office. It is too intimately articulated with the other administrative policies of our several institutions to be determined independently. Those of us who have University Senates to deal with might enter into a "league" here, only to find that a University Senate is no less jealous of its prerogatives and no more tractable than its namesake. Undoubtedly every institution represented has some such administrative body with corresponding functions and characteristics. Consequently, it would be improper to assume that action taken by this Association could be considered to be obligatory on the institutions we represent.

The Research Committee looks forward, therefore, to the following procedure:

- a. Approval of such of its recommendations as the Association sees fit by this organization which is primarily concerned in the problem.
- b. Endorsement of our action, if possible, by the American Association of Colleges and Universities; the Association of Land Grant Colleges; and such other national education

bodies as represent the various administrative groups in our institutions; and

c. An invitation to each of the several institutions to participate in the advantages of standardization of enrolment nomenclature through the formal adoption of the proposed definitions.

In the event that these definitions, all or any of them are adopted by this Association, it should be our obligation severally, to support them to the best of our ability when they come up for action by the institutions we represent.

*Fourth:* It is clear from the replies to the Committee's questionnaire that one essential point was generally misunderstood.

The adoption of these definitions by an institution does not thereby obligate that institution to their use.

On the other hand the institution would be obligated to use the defined terms only in the sense of their approved definition.

As an illustration, let us suppose that the University of Minnesota approves of the definition of "actual attendance." The University would not be obliged to make a count of "actual attendance" unless it wished to do so. However, if Minnesota did report "actual attendance" she would be bound to use the term only in accordance with the definition which she had accepted.

*Fifth:* The definitions proposed by the committee represent only the initial step in the solution of the problem of uniformity of nomenclature. It has been the policy of the committee to attempt some satisfactory definition of what appear to be the basic terms before going farther into the field of enrolment terminology. I hope that the association will be in accord with the policy of proceeding only so far each year as will insure the proper support to the project as a whole.

*Sixth:* Definitions one and six as they appear on the committee's questionnaire can be discussed together.

The returns show so general an acceptance of these two that I hope favorable action will be taken at this convention. Until we can agree on so fundamental a definition as what constitutes a student, it will be difficult for the Committee to go further.

It would not be fair, however, to give the impression that the Association membership is unanimous in its acceptance of the two definitions. There are institutions who require, in addition to fees and registration, a minimum residence varying from one class up to two weeks. A committee at one institution has proposed that only those who remain throughout the session (a quarter or semester) should be counted. In at least one institution students to whom fees have been refunded in full, are not counted.

There are certain difficulties in the way of including a residence requirement in the basic definition. Many of us, particularly those connected with state-supported institutions, are required to justify our fee receipts with our enrolment figures. Furthermore, it is difficult to find any logical basis for determining what the minimum period of residence should be unless we accept the proposal for residence for a full semester or quarter.

I believe that with so large a majority of the colleges in favor of and already reporting enrolments on the basis of the proposed definition, it will require little argument other than the data covering present practices to induce those now requiring residence to conform to the proposed plan.

In the event, however, that the minority do not wish to change their practice it would still be possible for those institutions to adopt the definition and use the term "enrolment" with a parenthetical qualification such as "enrolment (residence of 10 days or more)," "enrolment (at least two weeks residence)," etc. If total enrolment as defined were to constitute the only basis for measuring student load, I would be opposed to the definition. With the possibility, however, of supplementing such a count with that for actual attendance and number of full-time students, I am in

favor of the total enrolment as a count of the number of actual individuals who have made contracts with the institution.

Whether in itself such a count has any value does not need to be debated at this point, if we are agreed that it serves a purpose as a basic term which may be qualified for such types of counts as various institutions may wish to make.

*Seventh:* The criticisms which the Committee has received in connection with its use of the terms "matriculated" and "non-matriculated" were numerous and valid. It is obvious that some substitute for those terms must be devised.

It seems essential, however, if we are to avoid confusion, that some set of terms should be adopted which will make it possible to distinguish between the following classes of students:

- a) those who have met all entrance requirements and who are regularly enroled for a degree;
- b) those entered with entrance conditions with the full intention of removing those conditions and becoming candidates for a degree;
- c) those entered for special courses of study, but qualified to enter as regular students. In some institutions many such students already hold degrees but are not registered for advanced degrees and consequently are not admitted to the graduate school;
- d) those, usually of mature age, who cannot meet the entrance requirements, but who are admitted to pursue special courses of study.

*Finally:* I wish to say a few words with reference to the definition of the full-time student as it appeared in the Committee's questionnaire. I trust it will be understood that in so doing, I am speaking neither for the Committee on Educational Research nor as a member of the Committee.

A large number of objections to the definition of a full-time student were registered in replies to the questionnaire. There were too many to warrant a recommendation from the

Committee at this time. Nevertheless it seems appropriate to outline the present status of this particular phase of the general problem; and to offer some evidence as to the importance of devoting some further consideration to its solution.

The objections to the definition may be classified roughly as follows:

- a) Some institutions have no part-time students.
- b) Some institutions have no established "normal" load.
- c) The adoption of such a definition would confuse the general public.
- d) A count on such a basis would involve too much work for the registrar.
- e) Such a count appears to have no value.
- f) It is "silly."

A great deal might be said both for and against each of these objections with the exception of the last. That it is "silly" appears so final, so absolute, and so satisfactorily constructive a criticism as to preclude the possibility of further argument.

If there are institutions in which every student is enroled for the normal program, then for that institution the adoption of such a definition as that proposed creates no problem at all.

If it is true that there are institutions that have no normal load, then in those institutions some students may be required to do more work and complete a larger number of credits for the completion of the same curriculum and for the same degree. I wonder if this situation actually exists. Under any other conditions a normal load for the purpose of the proposed computation can easily be deduced from the curriculum requirements. It is true this load may not be nominally the same in all curricula, nor for each year of the same curriculum. At Minnesota it differs for nearly every administrative unit, but that, as can be demonstrated, is not a material objection to the proposed plan.

At the St. Louis Convention of this Association the following definition was adopted:

"(A) The full-time regular student is a student who has completed a four-year high school course and is devoting his main time and attention during the collegiate year to study in a curriculum leading to a degree."

Obviously some facetious remarks might be injected respecting the devotion of this ideal student. I am advised by the author of that definition, however, that it was "drawn up . . . after conference with a group of veteran registrars of the larger institutions." The word "veteran" was not underscored, but I see Dean Walters' point and merely question whether it would be more confusing to use the term "full-time" student in a literal, rather than in an artificial sense.

Finally, let us ask ourselves, "is it too much work," and "is it worth while" to adopt a basis for enrolment measurement that would be valid for both intra- and inter-institutional comparisons without qualifications at this point and exceptions at that which invariably lead either to misinterpretations or complete nullification of the comparison. Unless the purpose of such comparisons is entirely clear it is not easy to answer these questions.

We all know, however, that there are times when the trees grow so abundantly that the forest is obscured and I believe an adequate answer can be found only by first determining the primary and ultimate purposes of enrolment data.

If the purpose of enrolment figures is to supply misinformation to the public press, they are functioning perfectly at the present time.

If such figures represent merely a means of occupying a certain part of the surplus energy of a registrar's office, then I grant you that not only a count of the theoretical full-time students but a count on any other basis is "silly" and involves more work than it is worth.

I believe it would be of value to discover, not only the number, but which individuals are "devoting their main time and attention to study," but I doubt whether any insti-

tution could be induced to publish such data in comparison with their total enrolment.

Seriously, it seems to us that the purpose of enrolment figures is to measure or at least reflect a measure of student load. Does the count of the total number of individuals serve this or any other purpose?

You will recall that it was a very primitive society indeed, that measured a man's wealth by the number of his wives without reference to their proclivities for either eating or spending.

No one would consider it enlightening to compare the wealth of two men by the number of banknotes, irrespective of denomination, which each possesses.

Educational institutions, however, are unique. I have seen educational opportunities stated in terms of *numbers* of buildings and in acres of campus. It would contribute as much to human knowledge if some enterprising statistician would compare our faculties in terms of cubic inches of cranial cavity.

I have had distributed to you a recent publication by the University of Minnesota which discusses this problem of measurement of Student Load.\* Chart IX on page 23 shows the curves for total enrolment, actual attendance, and full-time student attendance for 1924-25 at the University of Minnesota as defined in the Committee's questionnaire.

The average number of full time students for the year is practically 900 less than the average actual attendance and more than 2,000 less than the average total enrolment.

These curves represent the actual facts at Minnesota and I believe it has been worth all the effort required, to know what the facts are.

It is possible that the situation at Minnesota is wholly dissimilar to that at other institutions. It is also conceivable that some of you without being conscious of the fact have at least a parallel problem.

\* Bulletin of University of Minnesota, Vol. XXIX, No. 13, Report of the Survey Commission VIII.

I would like to see other typical institutions duplicate this investigation through the coming year. I would particularly like to see this done by those who are skeptical as to the probable sanity of such a project, and I will be content to leave the solution of the problem of a better unit of enrolment measurement to the good sense of this association when the results of such experiments are presented.

We are approaching an age, if we have not already reached it, when educational accounting will attain the same importance in educational institutions that financial accounting has attained in business.

These questions that the Research Committee has raised have already been considered by other educational associations, and constitute a problem, for the solution of which, compromise measures and approximations will not eventually suffice.

The two greatest boons of women, as you know, were invented not by women, but by men. I refer to the sewing machine and the telephone. Conceive if you can, of our chagrin should some committee of some faculty organization solve this problem for us.

I believe this is a job for this Association, and that if the proposed definition for a full-time student is not its consummation, we should continue our search for a solution to the problem. I have no hesitancy in predicting that if we fail some other organization will succeed and that the near future will look upon our present enrolment figures as ridiculous and archaic.

CHART I

COMPARISON OF TOTAL ENROLMENT, ACTUAL ATTENDANCE, AND  
NUMBER OF THEORETICAL FULL-TIME STUDENTS FOR 1924-25

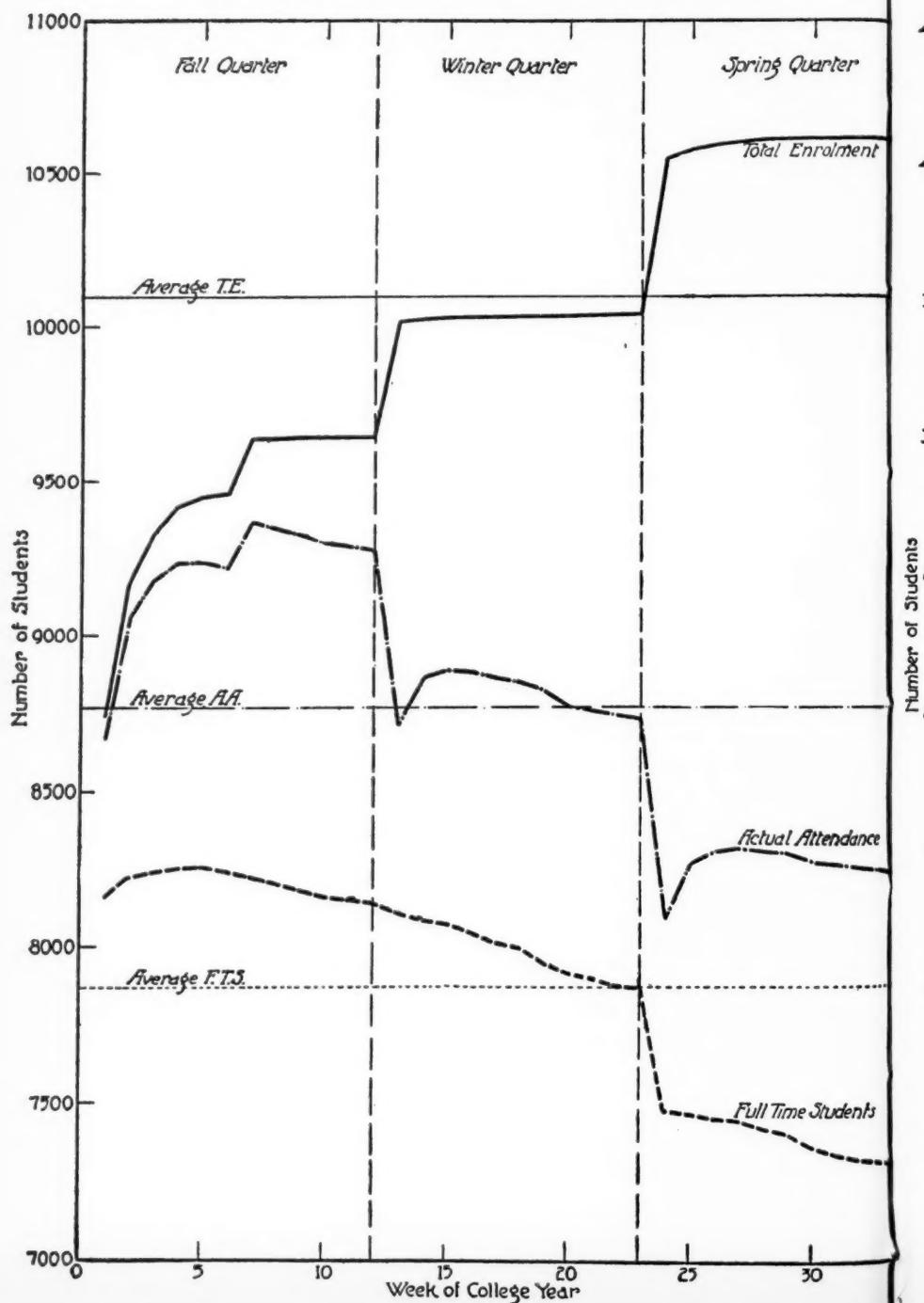
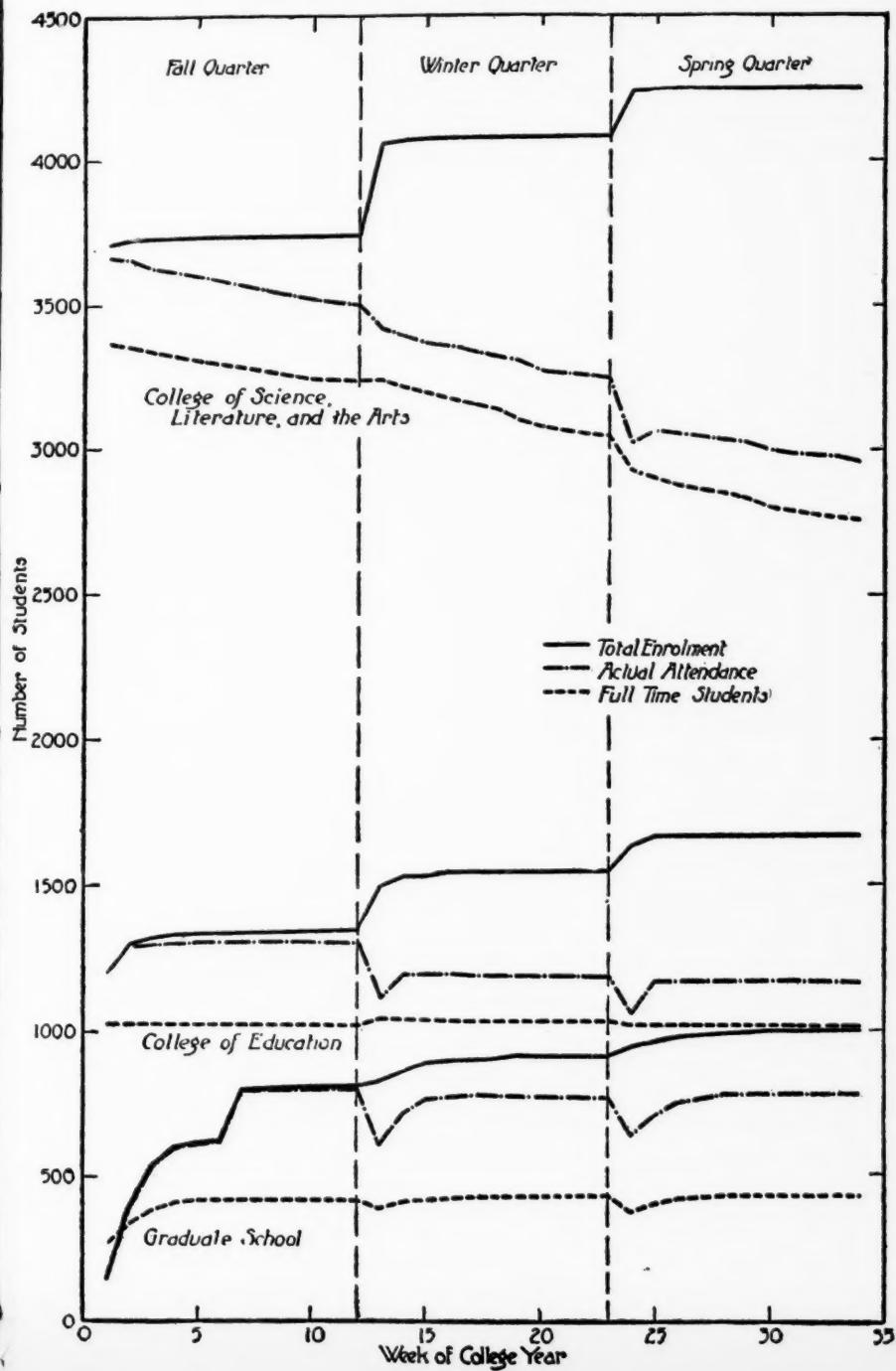


CHART II

TOTAL ENROLMENT, ACTUAL ATTENDANCE, AND THEORETICAL FULL-TIME STUDENTS IN THE COLLEGE OF SCIENCE, LITERATURE, AND THE ARTS; THE COLLEGE OF EDUCATION; AND THE GRADUATE SCHOOL FOR 1924-25



Chairman DEMPSTER: Is there any further discussion?

It has been moved and seconded that the report of the Committee on Educational Research be approved. All those in favor will signify by saying "Aye," the contrary "No." The "Ayes" have it, and the motion prevails.

I will now turn over the meeting to the president of the Association, Mr. Tuttle.

President TUTTLE: I will call your attention to the chart on the wall prepared by our secretary, Mr. Quick. You will note that the present membership of the Association is 384, an increase of 53 since 1925. Most of this increase is due to the activity of our second vice-president, Miss Moore, who has had the matter of membership in charge this past year.

I want to say also that the committee on registration has a preliminary report mimeographed, which contains an alphabetical list of those in attendance and shows roughly 150 names tabulated. There seem to be 31 of us, from the east, 77 from the middle west, 22 from the south, and 20 from the far west.

As I understand, and Mr. West will correct me if I am misinformed, the busses will be ready at 3.30 and will return, of course, to the hotel in plenty of time for the banquet this evening. Is there any other item of business or matter to come up at this time? If not, the afternoon session is adjourned.

Whereupon at 2.55 p. m. the session of Tuesday afternoon adjourned.

## CONVENTION BANQUET

Tuesday, April 13, 1926, 6.45 p. m.

Mr. E. B. Pierce, Alumni Secretary, University of Minnesota,  
presiding.

The TOASTMASTER: Ladies and Gentlemen:

I would like to introduce Dr. Johnston the way he should be introduced. He is not a Minnesotan. There is a "t" in his name. You notice that his hair is turning a little gray, and I am reminded that when a man is getting along in years that his hair usually turns gray. If it strikes gray matter it turns gray, and if it doesn't strike anything, it falls out. (Laughter.)

Now, I tried to find some of the credentials of our good dean. He has been with us quite a while. Not many years, but I turn back to one of the records of the Alumni Weekly of 1914. Now, if this was a record of his credentials at that time, you can judge what it must be now, twelve years later. I will read what I had my secretary strike off to show you that this gentleman is qualified to speak on the subject he is announced to speak on this evening. Dr. Johnston is the author of "The Brain of Acipenser," "The Brain of Petromyzon," "Das Gehirn und die Cranialnerven der Anamnier," "The Morphology of the Vertebrate Head," "The Cranial Nerves of Petromyzon," "The Nervous System of Vertebrates," "The Significance of the Caliber of the Parts of the Neurone in Vertebrates," "A New Method of Brain Dissection," "The Central Nervous System of Vertebrates," "The Morphology of the Forebrain in Vertebrates," "The Radix Mesencephalica Trigemini," "The Limits of Ectoderm and Entoderm in the Mouth of Vertebrates," "The Origin of Taste Buds," "The Problem of Correlation Mechanisms," "The Evolution of the Cerebral Cortex," "The Telencephalon of Selachians Kians," "The Telencephalon of Ganoids

and Teleosts," "The Telencephalon of Cyclostomes," "The Nervous Terminal in Reptiles and Mammals" and "The Morphology of the Septum and Hippocampus in Reptiles and Mammals." Ladies and Gentlemen, this man has "brains on the brain," and I take great pleasure in introducing Doctor Johnston, who will speak to us on the subject of "Selection in Higher Education."

Doctor JOHN B. JOHNSTON, Dean of the College of Science, Literature, and the Arts, University of Minnesota.

Mr. Toastmaster, Ladies and Gentlemen:

I wish to add my voice to the welcome of the State of Minnesota, the City of Minneapolis and the University of Minnesota. The Toastmaster and your host, Mr. West, have assured me that this group is in the habit of spending late hours. We have just had dinner, it is just the beginning of the evening. I will lay my watch down and begin to occupy the evening.

I wonder if you ever, when you were a little boy,—some of you, of course, couldn't,—saw a bee or some other insect which had found a drop of honey or other very delectable morsel and had applied himself to the process of eating it, and then did you ever punch him with a straw or broom corn to see what he would do? And do you remember how he would life up one foot and then another? He would let you almost break his leg or bend him double, but he never would let go of that drop of honey. Well, we academic people are just like that. Let me suggest another illustration by way of introducing the academic attitude. Did you ever think how the academic people of ancient Rome might have acted when the so-called Barbarians were storming at the gate? Did you ever think of them sitting in their baths and reciting poetry, or gathering in groups reading or reciting Seneca, or Socrates, or Aristotle, and discussing philosophy? What would they think of the people who were so urgently seeking admittance to the Roman Empire? They probably thought of them as having no other purpose than to maraud and

carry off plunder, but I think of the attempts of these people to gain entrance to the Roman Empire in a very different way. What we call the Fall of Rome, might better be called a period during which the people of Northern Europe moved into the southern empire to gain the profits of its higher education. We are today, in our educational institutions in America, in a situation somewhat like that of the imaginary academic people of ancient Rome, and the intrusion of large numbers of people, whom many of us do not welcome, is just as inevitable and just as important for the future to you as was the invasion of Rome by the northern people of Europe. Moreover, I think it behooves us to try to take a general view of the situation, such as we now can take, of the time when the Roman Empire fell, if we are to look at our educational problems in an understanding way and are to find true solutions to those problems.

We are altogether too apt, we academic people, to look at our educational problems from the standpoint of our own circumscribed field, of our own interests, of our own experiences, of the traditions of our schools and so on. It is high time that we begin to look at our academic problems, our educational problems, from the standpoint of the people of the country, from the standpoint of their welfare, from the standpoint of the welfare of all those individuals who are seeking admission to the universities or colleges, and from the standpoint of what contributions those individuals can make to the public welfare. If I say nothing else tonight, or do nothing else tonight, I hope I may impress upon you that one idea that I, at least, propose to approach educational problems from that point of view.

Now, there is just one dominating fact in the educational situation from which I wish to begin the discussion of this subject of selection. That dominating fact is that our modern industrial society gives us more leisure time than our parents or grandparents had. Men can earn their living in fewer hours per day. It is no longer necessary to work twelve hours a day, or ten or eight hours a day in order to gain as good a

living as our parents or grandparents could gain; it is no longer necessary for children to go to work when they are young. Our youths still have more years to spend in schooling than we could or than our parents could, and a larger number of youths are able to undertake college education. Furthermore, there is an increased interest in education as a means of advancement in life, and we can say something, I think, about the character of our students as compared with the character of students thirty years ago or fifty years ago, if you please. Intellectually, the students of today (and I am thinking primarily of the large universities, because I can speak with more knowledge from that point of view), intellectually the students of today are almost a random sampling of the students of the high schools. I had a chart I intended to hang up here, but I am afraid you can scarcely read the figures, and I shall pass that over, making only this statement, that for several years past we have taken pains to find out from the high schools of the two cities in which the University of Minnesota is located to what extent students are selected from among the graduates of the high school, and we find that there is a slight selection, that we get a little better than the average student coming to the University, but only a little better. We get, in other words, almost as many students coming to the University from the lowest one-tenth of the high schools graduating small classes as we do from the highest one-tenth. There is a little more selection in the case of the girls than in the case of the boys. I will not stop to elaborate that further, but wish to point out simply that intellectually, as nearly as we can judge from their performance in their high school courses, the students who come to the University of Minnesota from the "Twin Cities" are almost a random sampling of the high school graduates. More facts have been found by others in examining the selection of students who come from the high schools and colleges in the State of Indiana and other places. We do not know definitely what are the facts with reference to the students coming to us from other parts of the State or other States.

We imagine there may be a higher selection in those cases, but at any rate we are getting pretty much the greatest section of the high school population coming on to the University, and now, if we go into a little further detail, it would be easy to show that in the first place many students who are most capable are not coming to the college. That is, there are many instances in the highest tenth or two-tenths or three-tenths of the graduating classes, who are not coming to the college. On the other hand there are many who are lacking in capacity who do come from the lowest part of the high school graduating classes. Morally I think it can be said that those students of today are actuated a little less than formerly by the long view, the long purpose or by ideals. They are a little more interested in the true advantages, whether vocational or other. They are, broadly speaking, free from tradition and not bound up entirely by newly defined purposes.

Now, on account of the increased leisure time, and a possibility of staying in school longer, and of more of them going to college, we have, as we all very well know, had in the last ten or fifteen years a very rapid increase in college population. Now, that parallels in a later period, what happened in the case of the high school. The entire high school system of this country has grown up roughly since 1880 until now there are millions of dentists in school, there are millions of students in our schools and high schools, and there are high schools found in every considerably sized town in the country.

Now, in the last ten or fifteen years a corresponding progress has taken place in the colleges and universities and other institutions of higher learning. And that process, as far as it has gone, can best be illustrated or expressed in a few words by comparing the proportion of the population which was in college twenty years ago with the proportion in college now, and that proportion at the present time is almost just about three times what it was twenty years ago.

In colleges of liberal arts and engineering throughout the country in some of the States the proportion is greater, but

there has been in the last twenty years about three times as large a number of the population coming to the college than there was twenty years ago.

Out of this situation I think we may conclude that there is need for classification of the students with reference to their objectives and capacities. To say that our present methods of treatment are adequate, that nothing more is needed, no improvement is needed, is to say that we mean to produce three times as many doctors for every thousand of the population as we had twenty years ago; three times as many lawyers for every thousand of the population as we had twenty years ago; three times as many dentists to inspect your children's teeth as we had twenty years ago. Why, they would have to make them crooked again and straighten them all over. It is unreasonable and indeed ridiculous to suppose that we could go on with just the same course of study, just the same provision for educating the people, when we are educating three times as large a proportion of the population as we had twenty years ago.

Now, what are the types of institutions to which students may go after completing the high school course? Well, there are the universities, each of which consists of the college of liberal arts and of the classes of professional and technical schools. There are the colleges, usually colleges of liberal arts, sometimes on some academic or professional work. There are technical and vocational schools of various kinds, schools of music, art and dramatic expression, trade and industrial schools, and the schools for mechanical profit and so on—commercial schools, schools for salesmanship, schools for advertising, and so on down the line. Then junior colleges of which there are now a large number scattered throughout the country, usually connected with high schools, sometimes consisting of the first two years of colleges which have given up the four-year course; sometimes junior colleges established with private endowment with the intention of giving only two years work, and so on. And finally, there are the high schools themselves. The question then is, do

these types of schools and colleges and universities offer the opportunities that should be offered for the large numbers of the youth, the increasing numbers of youth, who are going to enter the higher institutions of learning; the increasing number of youth who have time to spend in school after finishing the high school course; the increasing number of youth who can very profitably spend more time in education, and who will be better citizens, more capable citizens, more capable business men, more useful to the community, because of that additional educational opportunity.

And how can the classification which I have suggested be brought about? There will first occur to you the practice that was common for some years on the part of numerous institutions, especially those supported by private endowments, of limiting the registration in those institutions. Registrations limited for different purposes, but for one thing the institution ordinarily says "we have endowments, means, resources, equal to the job of caring for a certain number of students. We wish to care for them as well as we can. We will admit only the number which we can care for well." Or an institution says, "We believe that our institution should take not more than 250 students or 500 students, and those students to be the type of students which the institution desires, which we wish to conduct, and we will limit the number of students to that type," and so on. There are various statements commonly made. The purpose in general we may say is to make the institutions more efficient; to produce better results, than the officers of the institution feel could be produced if the doors were left open and all comers received. And, of course, we know that it would be impossible for those institutions of private endowment to throw their doors wide open. They would be long before now so crowded with students, many of them, that their work would perhaps cease to have much resemblance to the work they did 20 years ago, or to the work they are doing now.

The method of limiting the number of their students also varies—varies very greatly. They have depended on college

entrance board examination; they have depended upon high school certification; they have been using a so-called psychological or intelligence test, and they have collected information about the students, sometimes very voluminous information, and they have in many cases based their judgment upon a combination of all these sources of information. They have proceeded to choose the students whom they think will profit most from the opportunities those institutions have to offer, and whom they think will be the greatest credit to the institution when they have received their training, and those institutions are quite justified in making their selections by the best methods at hand since they are limited in their resources and since they have definite purposes and objectives which they wish to attain. It cannot be said, however, I think, that in all cases the selection of students by these universities and colleges has been perfect or has resulted in their getting the best ones from among all of the applicants for admission.

One of the best known methods of selection is the use of intelligence tests as developed at Columbia College by Thorndike, a very long and difficult test, which is supposed to be one of the best used anywhere. When those tests were applied experimentally in Leland Stanford University and the students who fell behind their required rating for entrance to Columbia were studied, it was found that one-fourth of those would have been rejected had that test served as an entrance,—and one-fourth of those who would have been rejected made satisfactory standings in their college work. That is simply an illustration of the fact that the methods of selection are by no means perfectly worked out, and that all we can say is that these institutions are selecting as well as they can those students who seem to be most promising for their work.

One effect of this process of selection (and I will mention only one in this connection) is to turn back the large number of students who first applied for entrance to some endowed institution,—turn them back to enter some other in-

stitution which has no such limitations, and, frankly, we in the State University, are undoubtedly getting here a large portion of the students who are rejected from those institutions which have a limited registration.

There are other peculiar conditions in State Universities. The first one which will occur to you is the fact that we are public institutions, and that there is a universally accepted supposition that as state institutions we must stand ready to accept all students who come from the high schools of our state, and of course, we accept students who come from the high schools of other states. There has been only a very little selection from among the students who graduated from the high school. The University of Michigan and, some time later, the University of Wisconsin have required the students to come with the recommendation of their principals and I am told that this recommendation really has some meaning. In other words, the University of Michigan does not receive all the graduates of the high schools of Michigan, and if a student wishes to go from Minneapolis to Michigan, he must go with the recommendation of his high school principal, and we know that would cut out a certain number of students. Beyond that there has been very little selection on the part of State Universities. We are, of course, dependent upon the good will of the people as represented by their representatives in the Legislature for the greater part of its funds with which we teach the students, and we teach the students for a very small fee paid by the students themselves. I don't know what that amounts to now. Before the war it amounted to one-fifth of the student's education cost. Now, it probably represents a one-twelfth or one-fifteenth, or something like that.

We now come to the particular point, I think, upon which I was asked to speak this evening, namely, the Technique of the Selection of Students for Higher Education, but please remember that when we speak of the selection of students for higher education I wish to insist upon the point of view with which I began, namely, that this is only a temporary

point of view. We must not think of ourselves as merely guardians of higher institutions of learning of that certain type who are trying to keep out of those institutions a horde of students as the Roman Empire tried to keep the hordes of Barbarians out of Rome. We must think of what can be done for the student, and what is best for them as individuals. In other words, can we select students for higher institutions of learning and still do justice to the individual student?

Now, I shall enter into this matter of technique only very briefly. Let me say first that we have been working on this since about 1915 in the University of Minnesota. We are one of the first institutions of the country to make use of the so-called intelligence test. The army test was furnished to us first of all institutions in the country, because we happened to have the head of the army psychology course as the professor of psychology in this institution, so we had the earliest look-in on those tests; but we have used these tests year after year in an experimental way for the purpose of finding out their validity; for the purpose of finding out whether it was possible to make a selection of students, and still do justice to the individual. We did not believe it was possible for a university to set up any barrier for entrance, unless we could show that such a barrier kept out of the university only those students who would fail to profit by university education. In other words, only those who would either fail, or have such a low record in college that it would be better to do something else rather than to enter college. It was found in our early studies that the so-called intelligence tests would shut out a certain number of people who were likely to fail, but if we followed those tests and contemplated using them as entrance tests, we made a mistake in about nine per cent of the cases studied, speaking of those which included all the graduates of high schools in the two cities. Then we examined the tests for usefulness and validity of the high school record of the student, and let me say at once, that after considerable study we came to find that the only form of measure based upon high school record which is of

any use or validity is the relative rank of students in their high school classes. It is no use to know that a student is graded 77 and in some other school 86 and in some other school 96, because the grading in those schools will differ so much you can get no useful comparison in that way; but if you have a class of fifty students and you know through four years' time the teachers in that school have been giving a certain amount of their effort in an attempt to compare those students with one another, and you average the grades for the four years and find at the head of the class some student who is appointed valedictorian, and at the other end some student who was at the foot of the class, and arrange the order between those two, you know something about the ability of the student worth knowing, and we have used only that rank in the high school classes, and that measure of probable ability at college work is just about as good as a good set of so-called intelligence tests. It will give you a sort of basis of prediction, but you will be mistaken in about nine per cent of the cases studied. I mean this is our experience here. However, the nine per cent of students who fail you in either of these two cases are not the same students, and if you combine your two methods, you eliminate most all the errors. In other words, the so-called intelligence tests measure certain things and the high school record measures other factors that have to do with the ability to do college work, and when you combine the two you have a larger number of measures, a larger number of kinds of information. You have more point of view with regard to your students and therefore you can predict more accurately.

Now, there are various other things, but I will not stop to enumerate all of them. One is the type of studies taken by the student in the high school. Another is the interest of the student in the kind of things he studies; the sort of student activities in which he is engaged, and all sort of things that he has done for earning a living; the work he has been doing in the summer time as indicating his interests; the education of his parents; the condition of culture of his family and his

home; the occupation of his parents, possibly, and a variety of other things may be studied in this same connection. Several of these are under study and we have indications that we can actually add these factors to the known factors which do have a bearing upon the ability to do college work, so that we shall be able to make our predictions better in the future when we bring these other factors into use.

Up to the present time we have studied for five years the validity of a rating of students based upon the high school record and upon the so-called intelligence tests. Now, you notice, I have been calling these all the time "so-called intelligence tests" and I wish to say very emphatically, although briefly, that we have very little business calling these things intelligence tests. They are not gotten up for measuring the general intelligence of young people or any other people. Certainly the tests which we have used here have been prepared by our psychologists, tried on the classes, and the results studied in relation to the college work done by those students, and if some part of the test proves to be worthless it is thrown away and something else is put in its place and tried out, and this thing has been repeated year after year, so that what we have been doing is to develop those which measure the ability of the student to do college work in our college and under our conditions, and the only name to apply to these tests is college ability tests. If you had been intending to develop a test for the ability of a man to drive a Kentucky mule and had gone about it in the way we did with these tests, you wouldn't have a test to drive Kentucky mules, you would have a college ability test. That is what I mean. These are not intelligence tests and we should not call them intelligence tests. It is to our disadvantage to spread that term abroad when we are not measuring general intelligence.

Now, just a word to illustrate to you the results of this method of study. On this chart we have a well known form of table. It will not be necessary for you to be able to read the figures on this chart. Those in the back of the room

cannot, and those in the other part of the room may not be able to, but we have at the top of the chart a line F running to A, which we use for marking scholarship, and each letter is divided into two halves, the lower half called F minus and F plus, D minus and D plus, and C minus and C plus, B minus and B plus, A minus and A plus. This is simply to give a wider range and wider number of columns, and we have here a scale from one to one hundred. That is a percent of scale which is the high school scale used for the ratings that I have spoken of.

Now, the ratings based upon high school records are converted into a percentile rating. If you have 315 students in the high school, we arrange them all in rank and change them over to the percentile scale, and we do the same things with the results of the college ability tests, so if we have a scale which says that a given student stands 40 from the bottom of an average hundred on the basis of his high school work, and the same student stands 60 from the bottom on an average hundred on the basis of his college ability test, then we average those two things together, and we say that that student has an average or combined rating of 50, and on this chart we have divided this percentile scale into intervals of 5. Now, there is a vertical line in the chart between the lines D and C—D plus and C minus. That line is drawn because in the University of Minnesota for most purposes the grade of C, a minimum of C average on all the students' studies is required for promotion, for entrance to a professional school, for graduation and various other purposes, so we regard an average of C as the lowest satisfactory grade. This vertical line then we may consider as a threshold of scholarship.

There is here a horizontal line which represents what we call a threshold of college ability. It marks the line of prediction, if you please. We use that on all students who fall below this line in this rating. They may be expected to do poor work, unsatisfactory work in college. All students who have ratings above this level presumably have intellectual ability equal to college work. They won't all do satisfactory

college work because some of them will loaf, and some of them will have to work to pay their expenses, and for various other reasons.

Now, this chart represents the men students who entered in the fall of 1924, and the scholarship for the freshman year is taken into account. The essential fact of the chart is that one quadrant here is entirely blank, entirely empty. Let me describe those four quadrants by words. Here at the left below this quarter of the chart are represented those students who have low ratings based on their high school work and college ability tests, and who have done poor and unsatisfactory work in college. The right hand side of the chart below this line, the lower right quadrant, represents those students who have low rating but who have done satisfactory work in college. The upper left quadrant of the chart represents those students who have good or very good ratings, satisfactory ratings, but haven't done satisfactory work. In spite of having good ratings they haven't done satisfactory work. The upper right quadrant represents those students who have good ratings and have done satisfactory work. Our prediction then was that those students who had in this case of the men ratings of 35 per cent or lower would fail on the C average in their college work, and last year's prediction was true. There were no students at all who did satisfactory work who had ratings below 35. The number of students in this left quadrant below the line is 58, above 94. The number above to the right is 64.

Now, the chart for women would be exactly like that except that the threshold of college ability would be drawn lower down and there would be a smaller number of students for whom we would predict failure and who did fail. In the case of the women also there were no errors last year on this method of prediction. Now, I do not expect that fact to be repeated. We do not expect to predict what living beings, and especially human beings, will do. We do not expect to gain perfect results. It just happened last year that we did not

have any errors, but for five years the errors in prediction have amounted to not more than one per cent. They have amounted to less than one per cent of the number studied. That is to say, there would be in this part of the chart one, two or three cases in the report of the various years. Now, that basis in prediction there, as I have said, is a combination of high school work with college ability tests and is very much more accurate and more reliable than any other type of measures with which we are acquainted.

Let me say a word about this other chart, the details of which you cannot see, but on which you can see the two things I want to point out to you. This represents the men students again for the class that entered in 1921 and takes into account the entire four years' work. There are two of the symbols on the chart I think you can all see distinctly. Here are red dots each surrounded by a little circle. These red dots represent the students that graduated in four years, and you can readily see from where you are sitting that almost all of them are at this corner of the chart, and this is like the one I gave you there. Then here are green dots and they look black to you. There are black ones and green ones. The green ones represent the students who stayed in college two years or less, and these are mostly down in this corner of the chart. There are one or two up here. In fact there are six up there, students who made good results while they were here, but stayed less than two years. The great majority of those who drop out in less than two years are down in this part of the chart. They are people who have low ratings and from whom we would expect poor college work. And there are a few exceptions such as I describe, but in the case of that class for which we have a record of four years, not a single student below that horizontal line for whom we predicted unsatisfactory work graduated in four years. Nor did any student do the full four years' work in any combined course.

What we think we can do then, so far as I have described, is point out a certain number of students at the time of entrance who have failed to do satisfactory work in college.

This number will amount to about one-fourth of the number of students studied, always speaking now within the limits of the classes we have studied, namely our Twin City High School graduates. These students for whom we can predict unsatisfactory work in college, and predict it with negligible errors, will amount to about one-fourth of the total number and amount to at least one-half of the total of the eventual failures.

I cannot go into other details with regard to that, but more recently it has been found by adding certain statistical devices we can increase this prediction very materially and still be within the limits of negligible errors. The other thing which we can do is more interesting and I believe more important, namely, to pick out those students who will do distinguished work in college. Pick out those students who will gain C plus or a B grade—students of this type. We cannot pick them out quite so sharply as we can those who are going to fail, but we can pick a certain group and say that among this group will be found almost all of those who will be distinguished students, and that is something very well worth doing.

Now, one further step is possible, namely, to give these college ability tests and make these ratings sometime before the students enter college. Last year we gave these tests in the high schools of these two cities in May, made our calculations and reported to the principals the ratings of all the students, and wrote to the parents advising them to inquire of the professors for these ratings. This gave the parents three months before entering the children in college to study whether the mature judgment of the faculty for a number of years of study was worth considering and following, and a good many of them who were informed took the implied advice of the university and put their children into some other form of employment, or some other kind of school, where they were better suited than they seemed to be in the university.

It was wholly an optional matter on the part of the parents.

It was definitely stated that the University would reject no one, but we said, in substance, that children who have such low ratings as this in the past five years, have almost without expectation done unsatisfactory work in college, and we think that the parents in turn will be glad to know that fact, and be glad to use that judgment when they know what ratings their children have.

Now, the further possibilities of that you can speculate upon as well as I, but it seems to me that when we are able to tell a boy or girl that he or she is going up against something which is utterly impossible for him and refuse to tell him, we take a responsibility which I at least believe we are unwilling to take. We have in the past encouraged young people to go to college. We are encouraging them every day, and we as academic people have taken our share and deserve to bear our share of the blame for encouraging people to come to college. We do not do it any more. Our institutions are crowded, and now people are complaining that we are trying to get rid of their children, but there was a long period when we were quite willing to encourage young people to go to college; when the infection spread to the people so that everybody on the streets was saying, "Go to college by all means; borrow money if you need to, work your way, but go to college." No reference was made to their ability to do college work; to their fitness for things that are done in college; to their fitness for the kind of thing for which the college prepares. I say that has been the custom until now the colleges are overrun with people who have been advised against their own best interests, as the outcome shows, to go into college; young people who would have been much better off doing something else, and now we as academic people are trying to find a way out. Well, the first way out is to be honest with these young people. The first thing to do is to try to tell them what they are able to do, what they are fitted to do, and tell them honestly and make them understand and believe that we are seeking their best interests.

Now, we can scarcely do that while we are standing within the four walls of our institution and thinking of ourselves as wrapped up in those institutions. We must take that broader view and consider what is best for the welfare of these individual students, and what is best for the welfare of the public of whom they form a part.

That brings me to consider the question of curricula as co-ordinated with selection. I am hurrying over this very rapidly. This is not a primary part of my subject, but it is impossible to deal with the question of what is best for these young people and not to some extent see what sort of thing we can offer them. We as a public, I mean. We as a people (not we as narrow academic officials) know first of all young people should have finished the high school course. Many of these need and probably will profit by having additional studies of a secondary value. These studies can be furnished first of all by the high schools themselves. Every high school furnishes a great deal more subject matter than the individual student can take in four or five years. These studies are offered in junior colleges, are offered in the first two years, and we all know that a large part of the sophomore and freshman work consists of secondary studies. These studies have served to furnish the rounding out information, to complete the information of the young people as a preparation for their lives. They train the educated classes who are not going to be investigators, or inventors or creators. They train them for the lives which they will lead. They are essential for the increased public intelligence which is needed under the conditions of modern industrial society, and what I am speaking of here includes what we so often speak of as training for citizenship. It is this kind of work that should be taken in the school and in local junior colleges.

Then many of these young people who have come up to the school would profit by commercial training, or artistic training, still on the secondary level, and this kind of training, some of it, can be offered in the high schools, others in the

local junior colleges, and should be offered there, and we should advise the students to go into those institutions. The local junior colleges should be increased. The system of junior colleges should be established and developed in every State. It will provide opportunities for students who are not able to profit by such college courses as we feel should be given and as are necessary to be given for the purposes for which our colleges and universities now exist.

Many of these people would profit by vocational and semi-professional courses which would require more than two years beyond the high school. Some of these can be given in junior colleges. Some can be given in the first two or three years of college. Some of it can be furnished only in the best equipped colleges and universities. I am thinking now of a great variety of training such as training for social and civic work, and for journalism, and something which requires three or four years of college work. Then finally we need to train a certain large number of students for technical and professional and scholarly pursuits, and this represents the kind of thing that should be done in our colleges and universities and first class institutions, and these can be offered only in the best equipped colleges, satisfactorily offered I mean, and in the university. Preparation for such advanced work and admission to it require active selection through the freshman and sophomore years, so that we have a further problem of selection at that time. We have always, of course, to exercise a selection among our freshmen and sophomore students, but we need to go about it in a more accurate and business-like way in the exercise of selecting and encouraging those students who give the best promise of profiting by higher instruction and of yielding a service to society commensurate with the effort and expense which we put upon their education. And finally these students should be trained in independent study by proper methods of instruction so that when they graduate from our colleges they will be men and women of sound judgment, who may be able to go into whatever trade or profession they choose.

Now, detailed curricula for any of these purposes cannot be materially improved until a general program adequate to the peoples' needs has been worked out and appreciated and approved. I come back to the thought with which I started, namely, that we must approach these problems in education in this country, not with reference solely to the type of school to which we individually belong, the type of education which that school is trying to furnish; we must not look at these students as if they were a horde of barbarians trying to force themselves into our schools, but we must regard this large portion of the people seeking education above the level of the high school as the stabilizing force in our democracy. We must find in them the opportunity for that broad information, culture, education, intellectual and moral training which is necessary for the public intelligence that is required by our democratic institutions and under the conditions of modern industrial society, and we must find in this large number of students, also those particular individuals who may be trained for places of leadership, and we must remember that leadership is the one thing most essential to the success of democratic society. I might have something to say about that slur which is thrown against the phrase "intellectual aristocracy," but if the phrase were properly used, it would be right to say that intellectual aristocracy is the one most precious thing our institutions can produce from the standpoint of the welfare of the democracy.

I thank you.

(Applause.)

**GROUP ENTERED IN 1924**

## SCHOLARSHIP COMPARED WITH RATINGS AT ENTRANCE

## MEN

Combined Ratings	Freshman				Scholarship				
	F--	F+	D--	D+	C	C+	B--	B+	A
96-100						2	4		
91-95			1		1	3	3		
86-90			2	1	5	6	2		
81-85			1	5	4	4			
76-80			1	4		1			
71-75	1		1	3	4				
66-70			2	5	2	1	1		
61-65	1		1	3	1	1	1		
56-60	1	1	1	3	6				
51-55	3	1	4	7	1				
46-50	2		9	8	2	2			
41-45	1	1	4	5	3				
36-40	3	2	3	3	1				
31-35	5	1	2	4					
26-30	4	1	6	5					
21-25	6	1	2						
16-20	5	3	4						
11-15	3	1		2					
6-10	2								
1-5	1								
					94	64			
							58		

### RATING HIGH

#### PERFORMANCE LOW

ABILITY THRESHOLD

### RATING HIGH

PERFORMANCE HIGH

### RATING LOW

## PERFORMANCE LOW

RATING LOW

PERFORMANCE HIGH

**THRESHOLD OF SATISFACTORY  
UNIVERSITY STANDING**

## WEDNESDAY MORNING SESSION

Nine-fifteen o'clock.

President TUTTLE: The convention will please come to order.

It is with much pleasure that I introduce the first speaker of the morning, Dr. G. F. Zook, President of the University of Akron, who will speak on the subject of "The Interpretation and Accrediting of Colleges and Universities."

Dr. ZOOK: Mr. Chairman and members of the Registrars' Association. Before reading the paper which I have prepared, I have asked the chairman if I might say a word or two concerning the relation of the United States Bureau of Education to the Registrars.

As perhaps some of you know, I spent five or six years as chief of the division on higher education of the United States Bureau of Education in Washington, in which capacity I suppose I am more guilty of sending questionnaires to registrars than anybody else in the country, and for that reason I am convinced that it takes some degree of courage for me to appear here this morning.

However, I should like to say a few words concerning the Bureau of Education and registrars.

Several years ago it was my duty to look into the matter of preparing what is known as the educational directory for the Bureau of Education, and I found it desirable, so far as possible, to add a number of lists of officers of colleges and universities to be printed therein. When I first looked into the matter, I found that only presidents of institutions were included in the directory with one or two other lists. I thought it would be quite desirable, if possible, that other lists of officers should also be included and so, for the first time, if I remember correctly, deans of the schools of agriculture and of engineering, and deans and heads of depart-

ments of Home Economics, and two or three other lists were added. At that time I felt that it would be quite desirable, if possible, that there should be included also a list of the registrars of the various institutions as well as a list of the business officers. However, this proved impossible on account of lack of funds in the Bureau of Education.

I understand that a year or so ago in this Association considerable discussion was had as to why the list of registrars was not included in the Educational Directory issued by the Bureau of Education, and the only reason in the world why a list of that sort was not included was simply because the United States Government had not given the Bureau of Education enough money to enlarge the list. I am sorry to say that during the current year the amount of money for printing for the Bureau of Education was still further reduced, so that substantially all the lists which were included a couple of years ago in the Educational Directory for the first time will probably not be included in the new directory which is about to come off the press at the present time. I think, therefore, you will understand that the Bureau of Education appreciates the efforts which the registrars have made and would be only too glad to include a list of registrars and other officers at the institutions were it possible to induce Congress to give them enough money to do the printing that is necessary and desirable.

One thing further I should like to say along the same line and which to my mind is considerably more important. The Bureau of Education does send to you people periodically a large number of questionnaires some of which are for information very readily supplied. Upon other occasions there are special questionnaires sent to you for information. Now, from time to time I have found that in some instances the registrars find it exceedingly difficult and sometimes quite impossible to fill out those questionnaires in the exact way which the Bureau of Education would like to have them filled out. I remember, for example, two or three years ago a questionnaire was sent to you concerning the residence of

college and university students. Some reference was made this last year to the fact that that was a very difficult questionnaire to fill out and required at some institutions a great deal of time. Now, we of the Bureau of Education were quite cognizant of that fact, and I assure you that the questionnaire was not sent to you without taking into full consideration the importance of such study and of the difficulty which would be caused at the larger institutions in filling out the questionnaire. In that particular case I happened to be guilty of preparing that questionnaire and sending it out and supervising the statistics. The results will be issued before very long. That study required the full time of a clerk of the United States Bureau of Education for a little more than two years. It required a good deal of my time and the time of other people at the Bureau of Education, so I should say that the outlay undoubtedly amounts to as much as \$3,000 or \$3,500 which has been expended up to the present time, not taking into account the printing.

Now, we must have thought that there was something fairly important about a study of that sort before we agreed to spend that amount in an endeavor to get that information. No questionnaires were sent to institutions in the catalogs of which the information was already available.

That particular study has already been worth a large amount of money to a number of people and a number of institutions. I have just come from the State of Utah where we have been engaged in making a survey of higher education. As a result of that study I know how many residents of the State of Utah are studying medicine, dentistry, law, et cetera, and I know something about whether or not the State of Utah ought to be providing adequate facilities for the study of medicine, dentistry or pharmacy. Under present circumstances they are not providing for their own residents, who are compelled to go to other parts of the country to secure such education.

As I say, it has been of immense benefit to a number of individuals to whom the information has been submitted in

determining whether or not a State needs certain facilities in the way of professional or other types of higher education. I might say also that we have already distributed that information to a large number of correspondents in the country, and I could go on if I had the time to do so and state a variety of other ways in which the information has been extremely useful to those who are engaged in educational investigations.

Now, just one thing further. I wonder if we all appreciate in this country that education cannot fail in some respects to be a national affair. I wonder if we all appreciate the fact that whatever steps we take in the improvement of educational systems, whether it be elementary, secondary education or higher education, we take not as a result of federal authority but as the result of intensive national investigations. Those people who have long been interested in the development of educational policies, especially in the field of higher education, have realized that the thing that we most need at the present time is information. It seems to me that the Bureau of Education can do this thing better than any other agency and I do not feel that it is really the business of any registrar to throw a questionnaire from the United States Bureau of Education into the waste basket. And I should like to build up in this body of people, who are especially concerned with this kind of thing, a sentiment of that kind.

Let me say finally that the Bureau of Education exists solely as a service department. Nobody at the United States Bureau of Education has authority relative to the field of education, and, so far as I know, nobody at the Bureau of Education, either now or in the past, desires any authority relative to education. The only authority which anybody in that organization desires to have at all is the authority of being able to draw sane conclusions from the most extensive facts and information which can be available at any place.

I have spoken somewhat frankly regarding this situation. I feel a little freer to do so because I am not now a part of

the United States Bureau of Education except possibly when I happen to be summoned upon some duty such as this within the last few weeks in the State of Utah. I have tried to say this kind of thing without any feeling, just as plainly as I could, and, on the other hand, in order that you might know something of the spirit of the United States Bureau of Education when it is engaged in making studies of this kind. I have not any doubt but that from time to time mistakes are made in the Bureau. They are all people there who are quite human and they make mistakes once in a while as other people do; but it is desirable and necessary for all of us to overlook the mistakes of others, provided they do not occur too frequently. I am sure that everything possible is done to protect the integrity of the facts that are presented by you people.

This subject that has been assigned to me is one which might well be divided into two or three papers and I found that when I was writing on it perhaps it was too large for a single occasion. However, I have tried to summarize as best I could those thoughts which have occurred to me relative to "The Incorporation and Accrediting of Colleges and Universities."

#### THE INCORPORATION AND ACCREDITING OF UNIVERSITIES AND COLLEGES

By Dr. G. F. ZOOK  
*President, University of Akron*

It is well known that the control and administration of education were not included among the powers granted by the Constitution to the federal Government. Theoretically, the States are free to administer and support education in all of its forms and ranges. Actually, however, at the time the Constitution was adopted they had turned over the function of education to the local communities and to private effort, where it largely remains to this day.

There has, however, in recent years been a steady tendency

for the state to reassume some of its authority in education. In elementary and secondary education, for example, there are now extensive provisions in State laws concerning the accrediting of high schools, the sanitation of school buildings, school curricula, qualifications of teachers, financial support, compulsory attendance, and a host of other subjects which might also be mentioned.

Throughout the early history of the Republic, as well as during the colonial period preceding it, higher education was left almost exclusively to private initiative. The several States were quite ready and willing through special legislative charter or in provisions of general law to authorize groups of individuals to form corporations in order to establish and conduct colleges, professional schools and universities in such manner and with such facilities as the individual groups saw fit. So long as the several States made little if any financial contribution to the support of higher education and so long as the State was thought to have only an incidental interest in higher education, the provisions of the charters granted to colleges and universities were not regarded as a matter of interest and consequence to the general public.

In more recent years, however, the people have come to realize that education, including higher education, is a matter of the deepest public concern. The spreading abroad of general and technical knowledge among the greatest possible number of citizens capable of profiting by such training is basic to the material, political and social development of the country. Much as we value what has been accomplished by generous benefactors in the past for the support of colleges and universities, we can not in the future depend solely or even chiefly upon private initiative to support adequately or to offer the variety of facilities in higher education which are desirable and necessary. Consequently the several States are today gradually but certainly reassuming and performing their function of supporting and controlling higher education.

Quite naturally the first efforts of the several States were directed toward supplementing the facilities of privately en-

dowed institutions with State aid or establishing new State colleges and universities entirely controlled by State officials and supported from State funds. The efforts of the several States in this direction have been so successful that according to the latest statistics of the Bureau of Education nearly one-half (40.0 per cent in 1923-24) of the college and university students of the country (teachers' colleges and normal schools not included) are enrolled in State universities and colleges. From the point of view of financial support the States have entered the field of higher education relatively much more than they have elementary and secondary education.

When it comes to the exercise of authority over higher institutions which are supported from private funds and have extended privileges under their articles of incorporation the matter is quite different. In the first place there is in this country a deep-seated feeling based on the bitter experiences of the past that groups of individuals should be given extended liberty to inquire into and to promulgate from the pulpit or in the classroom such forms of truth or branches of philosophy as each holds to be interesting or significant. Hence very few people are willing to interfere with this liberty to establish and conduct colleges and universities with every variety of emphasis, unless they are convinced that the privileges are being seriously abused or that positive damage is being done to the general welfare.

When, therefore, the matter of regulating the institutions of higher education already regularly incorporated came up squarely for consideration, as it did in the famous Dartmouth College case, the several State governments learned somewhat to their dismay that they had little if any power to control directly the policies and educational standards of such institutions.

In the Dartmouth College case the United States Supreme Court held that: "The charter granted by the British Crown to the trustees of Dartmouth College in the year 1769 is a contract within the meaning of that clause of the Constitution of the United States (Article 1, Sec. 10) which declares

that no state shall make any law impairing the obligation of contracts. The charter was not dissolved by the Revolution. An act of the State legislature of New Hampshire altering the charter, without the consent of the corporation, in a material respect, is an act impairing the obligation of the Charter and is unconstitutional and void."

The direct result of this famous decision was to make the several state governments much more chary concerning the granting of extensive privileges through charters to Corporations, whether business or educational. It must be confessed that the chief public concern has been relative to public service Corporations such as street railway, gas, water and electric light companies. Nevertheless one finds frequent references thereafter in State constitutions and laws governing the granting of charters to educational institutions and in the charters of the institutions themselves reserving the right of the respective states to revoke or amend the charters granted to educational corporations. For information on this point I am indebted to Mr. W. R. Hood, assistant specialist in Educational Legislation at the United States Bureau of Education. For example, as Mr. Hood points out in an unpublished manuscript, the constitution of the State of Mississippi provides that "the legislature shall have power to alter, amend or repeal any charter of incorporation now existing and revocable, and any that may hereafter be created, whenever in its opinion it may be for the public interest to do so; provided, however, that no injustice shall be done to the stockholders."

While some progress has been made by a number of States in controlling and regulating the standards of the private colleges within their borders yet in general it may be said that in this respect the States have grossly neglected their solemn duty. Some of them have allowed the matter to go so long and have incorporated so many weak and essentially fraudulent enterprises that it actually seems hardly possible to recover the charters and eliminate the unfit. As perhaps many of you know, one of the worst situations exists in the

District of Columbia where by virtue of one of the usual lax laws a considerable number of so-called colleges and universities thrive without hindrance. It is true that after several years of effort the Post Office Department finally issued a fraud order against the President of Oriental University, one of the most notorious of these institutions. Later the president of this institution was convicted in criminal court of fraudulent use of the mails and is now having the opportunity to contemplate his sins behind prison bars. There are others over the country whom I would like to nominate for similar honors.

One of the chief difficulties of the present situation arises out of the fact that there is such a great variety of ways for educational institutions to secure charters. Naturally in the early days of the Republic it was usual for the several States by legislative action to grant special charters to individual institutions. Under these circumstances there was the greatest variety of provisions and possible abuse. Fortunately "the chartering of educational institutions by special acts of legislature," as Mr. Hood points out, "is a practice that seems to be on the decline. According to reports received in the Bureau of Education in 1898 from forty of the forty-five states in the Union at that time, sixteen were granting educational charters by special acts. Now it appears that in only eleven of the forty-eight States can an institution be incorporated in this way. Within the intervening period Virginia, North Carolina, Alabama and Louisiana abandoned the special act plan in favor of the law of general application, and Arizona, New Mexico and Oklahoma, the three States admitted within recent years, have provided general laws under which degree-conferring institutions must receive their charters, if chartered at all. In several States it is possible to obtain a charter either by special act or under a general law. Connecticut, Delaware, Florida and Illinois are States of this group."

"Incorporation under general laws is the method followed in most States. Under this plan the legislature by an act of

general application provides for the procedure in forming a corporation through administrative action by State or country authorities, or judicial action by the courts and prescribes such conditions and limitations as may seem desirable. After the passage of such a general law the legislature retires from the field and exercises no further function in connection with the grant of corporate powers except as it may from time to time amend the general law previously passed. About three-fourths of the States have adopted this as the only plan of chartering corporations. In many of these the legislature is expressly forbidden by the State Constitution to grant any corporate power by means of a special or private enactment. The Constitution of Ohio, for example, provides that "The general assembly shall pass no special act conferring corporate powers. Corporations may be formed under general laws; but all such laws may from time to time be altered or repealed."

Mr. Hood, in the manuscript already referred to, also points out that, under the general laws of a state, colleges and universities can usually be incorporated in one or more of three different ways, as follows: (1) the business corporation law, often called "Corporations for pecuniary profit"; (2) "membership" or "Societies" corporation law, often designated as "Corporations not for pecuniary profit"; and (3) the law designed specifically for degree-conferring institutions.

"It may seem," says Mr. Hood, "that the conferring of college or university degrees should have little or no connection at any point with business corporations for profit, but such is not the case. An examination of the laws discloses the fact that in a number of states general business corporations or stock corporations may be formed with power to grant degrees." In early years it was not at all uncommon to establish dental and medical colleges on such a basis. While this practice is by no means so general as formerly, this method because of the possibilities of personal gain can be used with great abuse if desired.

The Iowa law is typical of the states which charter institutions under the general membership or society corporations law. This law reads as follows: "Any three or more persons of full age, a majority of whom shall be citizens of the state, may incorporate themselves for the establishment of churches, colleges, seminaries, lyceums, libraries, fraternal lodges or societies, temperance societies, trade unions or other labor organizations, agricultural societies, granges or organizations of a benevolent, charitable, scientific, political, athletic, military or religious character," etc. "Such a corporation," Mr. Hood points out, "may confer degrees if it is of an educational character. Similar provisions are found in the laws of many other states."

"The third class, general incorporation laws, includes any corporation formed especially for the purpose of maintaining a college or university or other institution of degree-conferring grade, such as a professional school. It will be seen that these are strictly educational corporations. Unfortunately many of the states have not yet passed well organized laws of this kind. A few, however, have, and among the best of these laws are those of New York and Pennsylvania. This type of law not only makes provision for the incorporation of an educational institution as such but may also proceed to prescribe certain minimum requirements such as the minimum amount of endowment, number of professors, entrance and graduation standards. Undoubtedly this is the surest way of avoiding the diploma mill or fake university."

In general the trouble with the present situation is that in several states, institutions may still be incorporated by the legislature with the widest powers; in others they may be incorporated as joint stock companies for profit with power to grant degrees; in many others they may be incorporated under the general society or benevolent law with only a few formal and insignificant restrictions on their liberty. A few only have adequate provisions to safeguard the public against the designs of inferior and fraudulent enterprises.

Under these circumstances even the process of incorpor-

ating educational institutions becomes a lucrative business, as is illustrated from an advertisement which recently appeared in one of the therapeutic magazines:

"We can legally incorporate you a school for anywhere. You can teach and confer degrees. The United States Incorporating Company, 1917 7th St., N. W., Washington, D. C."

It seems clear therefore that each of the States has an important duty to perform in examining its law concerning the incorporation of degree-granting institutions. It may prove difficult, if not impossible, to reach those already incorporated, but the laws of nearly every State in the Union are seriously in need of amendment in order that the public may be protected in the future from the flood of low standard or fraudulent institutions which annually are incorporated under the present array of lax laws. It is believed that when this situation is fully appreciated the necessary action will be taken in the several States.

What the several states have been unable or unwilling to accomplish through direct control and regulation they have to a considerable extent accomplished indirectly. Upon the ground that the public must be protected from fraud and deceit on the one hand and inadequately trained persons on the other, the number and extent of these state requirements for professional practice are increasing steadily. For example, nearly all of the states refuse to allow any but the graduates of Class A Medical Schools to qualify for medical examinations. In the same way the graduates of law, dental and pharmacy schools are finding it extremely difficult to qualify for the examinations leading to state licenses unless they come from institutions recognized by the respective agencies which accredit professional schools. In some instances, as in the case of institutions which desire to have their graduates certificated to teach in the public schools the state sets up certain minimum standards closely resembling those used by the regional associations. Through this means

the several states have guarded against accepting the product of inferior institutions. The indirect effect on these inferior institutions is very great and is doubtless a powerful factor in eliminating them or reducing them to their proper status.

The humor of this situation—a matter which most foreigners regard as a strange paradox—lies in the fact that the majority of our states incorporate colleges and universities with the utmost abandon but when it comes to taking the product of these institutions they say very politely that they do not care to license doctors, lawyers, dentists and pharmacists or certificate teachers unless they graduate from institutions which have been approved by some accrediting agency. Why the states continue to bring institutions into the world which they later refuse to recognize as their offspring is past the comprehension of our foreign friends. I may say incidentally that it is also past my comprehension. There seems little to be said for any state law which allows institutions to be incorporated on a basis of lower standards than these very same states require for admission to the several professions concerned. The only logical conclusion to draw is that these states are parties to criminal negligence and that they are incorporating institutions which frequently deceive and defraud the public. It is to be hoped that increasing attention will be given to this situation and that we may ultimately evolve out of our present illogical and disgraceful position before the educational world.

While all direct legal control of colleges and universities will doubtless remain with the respective state, the greatest influence on the colleges of liberal arts has been due to the standardizing efforts of the Association of American Universities on the one hand and the regional accrediting agencies on the other, including the North Central Association of Colleges and Secondary Schools, the Association of Colleges and Secondary Schools of the Southern States, The Association of Colleges and Secondary Schools of the Middle States and Maryland and the Northwest Association of Schools and Colleges.

The efforts of the association of American Universities which began with the pioneer work of Dr. Kendrie C. Babcock was undertaken with the double purpose of providing universities at home and abroad with a dependable list of American Colleges whose graduates could generally be depended on to do satisfactory graduate or professional work. For several years the list was practically static. However, during the last two years it has been revised rather thoroughly.

The work of the regional accrediting agencies has been quite remarkable. Their purpose is general rather than specific. However the lists of institutions approved by these agencies have been used by a large number of people for a variety of purposes. For example they are used by graduate and professional schools in selecting students, by the institutions themselves in receiving transferred students and for a host of other uses.

Until a few years ago there was only a general similarity in the standards which the various accrediting agencies used. In 1922 however the Committee on Standards of the American Council on Education which is composed of representatives from national, regional and state accrediting agencies, after long consideration, drew up a set of advisory standards for liberal arts colleges, junior colleges and teacher training institutions. These standards have been adopted in whole or in part by a large number of the regional, church and state accrediting agencies, so that there is at present substantial agreement as to the minimum requirements. In other words, the term "standard college" is beginning to mean much the same thing the country over.

During the entire history of the standardizing movement there have been vigorous objections from time to time to the work of the standardizing agencies. It has been pointed out, for example, that the present standards do not measure the product of the institutions but only the facilities—the educational machinery—used in admitting, masticating, excluding, digesting, and graduating students, and that when students

are graduated from so-called standard colleges there is no adequate guarantee of what they are, what they know or what they can do. How then can we have the temerity to separate out so-called standard colleges from others which are unable to meet the standards, especially when the latter can, one and all, point to an impressive list of illustrious graduates and former students?

Few persons will be disposed to question the seriousness of this charge. During the last two or three years increased attention has been given to this problem by the leaders of the standardizing movement. If satisfactory objective tests and standards can be found and applied to the product of the institutions rather than to the educational machinery which turns out the product I am sure that there will be universal satisfaction. The present clumsy standardizing machinery would disappear posthaste.

I wonder, however, whether in our efforts to improve on present standards and accrediting agencies we have been altogether fair toward our present practises. In the first place let us remember that in this connection we are dealing with all types of higher institutions including professional schools of law, medicine, dentistry, etc. In these instances much has been done to test the fitness of the graduate for his chosen work. For example, during the period of the last twenty years when the examinations of the Medical boards in the several states have grown steadily more difficult and searching, the number and proportion of medical school graduates who fail and are consequently unable to enter the profession has become negligible. This condition clearly has been brought about by the activities of the National Council on Medical Education which has for many years standardized and classified medical schools largely on the basis of the educational machinery which they possess. Indeed the work of this organization has been so effective that there are very few medical schools with inferior facilities remaining in the country.

What has taken place in the field of medicine is gradually

taking place, though less thoroughly, in the examination and certification of dentists, pharmacists, engineers and teachers.

The point which I wish to emphasize is that in professional education where it is possible to measure objectively and with considerable precision the product of the higher educational institutions, the respective professions and states, through their requirements for registration and certification, seldom demand more than those graduating from the respective so-called standard professional schools can easily meet. In other words the graduates of standard professional schools far exceed in ability and preparation the minimum objective requirements which have been set up in the several states for the various professions. Indeed no professional school can now maintain an existence unless its educational machinery does succeed in turning out graduates who can uniformly meet whatever objective standards are required of them by the respective professions and states.

When we come to a consideration of objective standards for Liberal Arts Colleges which might be substituted for the present types of standards we have an entirely different situation. There is not now, as in considerable degree there used to be, a definite and agreed upon content of knowledge which graduates of Liberal Arts College are expected to possess. There is little agreement between and among the colleges as to what content of knowledge the A. B. degree should stand for. What is offered toward the B. S. degree in one institution would be readily accepted at another institution, equally esteemed by both educators and laymen, for the A. B. degree. Much as we debate and worry over the requirements for the bachelor's degree in our faculty meetings at individual colleges, there are very few novices or veterans identified with the standardizing movement, who would care to take their lives into their hands by prescribing for all standard colleges of Liberal Arts and Sciences even a small proportion of the curriculum which should be offered for a degree. In other words we are wedded to the theory of complete liberty for

individual institutions in selecting the types of liberal education which they wish to emphasize.

There is perhaps one exception to this statement which should be noted. We hear frequent references to, and there is considerable agreement on, certain general objectives of a college education. Among these may be included the objectives of culture, citizenship and pre-professional. However, even if we agree on these or other large objectives we are still no closer to a solution of the problem because, as everyone knows, there is little or no agreement as to what education for culture or citizenship should be, and pre-professional requirements are of course very different. In other words these larger objectives offer little or no assistance toward unifying the content of a Liberal Arts College education.

The conclusions which should be drawn from this paper are that the several states should take their obligations regarding the incorporation of colleges and universities more seriously; that legislative charters to individual institutions should never be granted; that colleges and universities with power to grant degrees should be incorporated only under the provisions of a general law applying particularly to the granting of charters to institutions of higher education; that this general law should leave the state ample opportunity to establish reasonable standards for all higher institutions which it incorporates; that these standards should be similar to, if not identical with, those required of institutions which desire to have their graduates qualify for professional and technical work.

In the realm of accrediting colleges and universities we should work as far as possible toward the adoption of objective standards particularly for professional and technical schools. These standards should include and exceed the objective requirements set up for the practice of the several professions. In the field of liberal arts the problem is much more difficult but individual institutions through group requirements, honors courses and comprehensive tests can accomplish a great deal toward eliminating the present me-

chanical method of admitting, educating and graduating college students.

PRESIDENT TUTTLE: I wish to assure you, Dr. Zook, that the Association appreciates highly the address which you have just made.

The next paper will be by Ira M. Smith of the University of Michigan on the subject of "Methods of Transferring Credit."

### METHODS OF TRANSFERRING CREDIT

By IRA M. SMITH

*Registrar of the University of Michigan*

The topic assigned for this paper, "Methods of Transferring Credits," includes not only the specific regulations adopted by each institution as a basis for transfer of credit but a general background of information concerning the educational standards of other colleges and universities.

In the light of the well-known fact that there are great differences in the academic standards of American colleges and universities, the problem of accurately evaluating credentials submitted from many institutions is a serious one. This problem, coupled with the fact that there are so many migratory students, presents real tasks in great numbers for university admission officers in adjusting equitably all claims for credit submitted by the migrant student population.

Then, too, legislatures and State Boards of Education frequently, by their acts, cause embarrassment in maintaining of proper college standards. I think I am quite within the truth when I say that the majority of the graduates of American colleges complete their college work in more than one institution. To do so seems to be an approved part of the educational program of the ordinary student, and, of course, increases the importance of adequate and proper methods of transfer of credits.

*Practice of State Universities*

As a rule, the registrar of the state university of the state in which a school is located is in a position to give valuable information concerning the work of the school in question. It is not safe for any institution to allow at the outset more credit than the state university would allow for such work. It is always a good plan, therefore, to learn of the practice of the state university before making final adjustment in any case. If this plan could be generally followed, it would tend to lessen "peddling" of credits by a certain class of students who offer their wares to the highest bidder.

*Regional Accrediting Associations*

It is usually safe to allow credit for work done in colleges and universities approved by the recognized regional accrediting associations in so far as such credit will apply on the requirements of the curriculum chosen by the applicant. The normal amount per year (usually 30 semester hours) should never be exceeded—unless special circumstances warrant special allowance.

*Other Sources of Information*

I have found that the admission officers of large institutions dealing with a great number of students from many institutions are always glad to give information concerning their practices. However, I would advise you to always get the statement of the practices directly from the institutions and not from the student.

When such information is obtained about any school in connection with the adjustment of any individual case, always file it in a folder under the name of the school concerned. Also file in the same folder the names of other students transferring from the same school in order that a later complete check up may be made on any school at any time.

The Association of American Universities, Church Boards of Education, and Educational Foundations have valuable

information on file concerning the standing of colleges and universities and are always ready to give out such information to college officials desiring it.

*"Diploma Mills"*

In a recent address by the Assistant Director of the American Council on Education before the North Central Association of Colleges and Secondary Schools, it was reported that not less than 41 "fake" institutions in the United States are now "legally authorized" to carry on their business of issuing diplomas at "so much per" after "due completion of the prescribed work." I have personally received many credentials for evaluation from such institutions submitted by "innocent victims," and have also received literally hundreds of letters of inquiry concerning the value of work in such institutions. Such letters as a rule come from far away points from people who have doubtless been approached by "high pressure diploma salesmen." These facts complicate the problems of college admission officers.

In one of the papers read at the tenth annual meeting of the American Association of Collegiate Registrars it was reported that the number of Registrars entrusted with the exceedingly important function of determining advanced standing had increased  $3\frac{1}{2}$  times during the decade ending in 1920. Assuming that this rate of increase had been uniform since 1920, it is apparent that a great many registrars are now performing this function. (Allow me at this point to humbly beg your pardon, fellow registrars, for not sending out a questionnaire to verify this assumption). With a general tendency toward shifting this part of college administration to the registrar, it is well for us to study methods now in use and evolve plans for the more efficient handling of transfer of credits.

*Standardize Interinstitutional Certificates*

Let us consider for a moment the essential facts which must be taken into account in connection with the adjustment of credits offered by transfer from another institution.

First: Detailed information regarding the applicant's entrance or high school credits.

Second: A complete account of his college work, and

Third: A letter or statement to indicate his honorable dismissal are the prime factors to be considered. The general rule followed by the majority of the institutions seems to require the student himself to take care of the matter of placing such credentials in the hands of the Registrar of the institution which he wishes to enter. However, a few institutions do not rely on the incoming student for information relative to his work but prefer to write directly to the schools previously attended by the applicant for such information. A few colleges do not accept transcripts brought in or sent in by the applicant himself. This policy takes away from the student the opportunity of tampering with credentials and to that extent follows the Biblical instruction not to put temptation in the way of your neighbor. Nevertheless, if the student is of the kind to be tempted in that fashion the sooner he is allowed to bring out the bad traits lurking within the better and, personally, I feel that it is a part of his college training to look after this part of the matter of transfer of credits himself and if he is the kind to alter credentials, the sooner we find it out the better for the student himself and all others concerned. A uniform transcript blank would aid greatly in standardizing interinstitutional certificates. Transcripts of credits are usually typewritten showing period of attendance, courses pursued semester by semester, and grades secured, also special actions indicating the status of the student. The photographic process of providing duplicates of permanent record cards is becoming widely adopted by large institutions issuing many transcripts.

#### *Formal Applications and Certificates of Credits*

The true function of the admission officer is active, aggressive selection and not merely passive acceptance of the best of those who chance to apply for admission. In order to perform this function the best possible method of gathering data,

and the most intelligent possible interpretation of it, is necessary.

Many colleges and universities do not require students applying for admission to advanced standing to fill out any formal application blank. This, I believe, is not good practice. It is now generally recognized as good form on the part of colleges and universities to require personal and school citizenship records, in addition to scholarship records, of students entering directly from high schools. In fact the wise and judicious use of such personal history data has reduced the freshman mortality in one institution by over 50%. Advanced standing students, including graduates, transferring from one college to another are not usually so far removed from the freshman group but that it would be well for them to give personal history records as well as scholarship records and receive in return better advice from deans and faculty advisers who are charged with the duties of directing the destinies of the students through the avenues of sequence requirements and other curricular pitfalls on the grand highway to the baccalaureate degree. It is plain that I am in favor of asking the transferee for all information about himself or his scholastic record which would in any way serve as a better background of information for use as a basis for guidance throughout the remainder of his college career.

Colleges and universities do not, as a rule, allow the incoming student to tell enough about himself. Quite often his own report in a well planned application for admission blank, filled out at his leisure in his own home, brings out helpful details which would not be brought to light in any other way. The wise use of such data by the adviser will go a long way in bringing about the humanization of education of which we have heard so much in recent months and are destined to hear a great deal more during the next few years.

If the information received is such as to indicate that the student has a poor or mediocre record he is advised to withdraw his application. This is one of the many delightful (?) duties of the Registrar and is one in which he is called upon to

exercise his ingenuity—of which the *good* Registrar, if there are any, is well endowed—in drafting a report to the student which will carry the sad news of inability to grant him admission on account of his unsatisfactory record but suggesting that he enter another institution offering courses more nearly fitted to his needs and capabilities. Incidentally, also, his credentials should be returned with a mild suggestion that he may wish to use them in connection with an application for admission elsewhere.

On the other hand if the college record submitted has a few earmarks of a good student but indicates a previous record in the high school which should be investigated, then your exploration work has only begun and you proceed at once to ask the candidate for a complete original record of his secondary school work directly from the high school principal, enclosing for his convenience, one of your own high school certificate blanks—which, of course, should be a copy of a uniform transcript blank adopted by all institutions, but which, as a rule, is not. Upon receipt of the original statement of secondary school credits directly from the high school principal, the producing of which has irritated the boy's high school principal because he has been compelled to fill out a second statement of credits for this boy, and on receipt of a supplementary letter from the applicant himself together with a reply to your letter of inquiry addressed to the dean of the institution which he formerly attended saying that the applicant's scholastic record had not been what it should have been to meet their standards, nevertheless he would “interpose no objection to his admission elsewhere subject to his scholarship record,” you again set about an “adjustment” of the application. You are kind hearted and you want to do the right thing for the young man. You call the dean of the department he wishes to enter and give him a statement of the facts and ask for his judgement and recommendation. If the Dean has had a good breakfast and his budget for the coming year has been fully approved he recommends to “give the boy a chance.” Your conscience is then sufficiently eased

and you dictate a letter to the applicant offering him the opportunity of entering with the hope that his record will be "sufficiently high during the coming year" to justify your action in granting him a liberal interpretation of his application and supporting documents. The applicant replies to your kind letter and notifies you of his acceptance of your offer of admission under the "conditions stated."

#### *Permits to Register*

You then proceed, if you are an up-to-the-minute registrar, to issue in triplicate a formal certificate of admission showing the high school attended, the entrance units offered by the applicant, and also an itemization of his college work with credit assigned in so far as possible in exact courses as given at your University, using the course numbers in your current bulletin. However, you will not be able to give exact course numbers in all of the work in which case you will assign the credit in the subject and, in parenthesis, in place of the course number, a brief description of its content. In the majority of cases you will be able to make the entire adjustment of advanced standing in your own office. However, there will be exceptions of course in which cases you will refer the matter to an accredited representative of the department concerned, asking him to report to you on the credit which should be allowed. You will notify the departmental examiner, who by the way has been appointed by the President as the accredited representative of that department, that he is at liberty to require of the candidate an oral or written test and that his allowance of credit should not go beyond a certain maximum which you will specify.

With such adjustments made in advance and with his certificate of admission showing provisional allowance of high school and college credits and indicating his status in your institution the applicant reports to his dean or adviser for registration and advice relative to his program of additional work required in his case for the degree in the curriculum of his choice. The dean receives in advance the detailed in-

formation to use in conference when the student reports personally for registration.

The original of the permit to register issued in triplicate as mentioned above goes directly to the student, one copy to the dean, and the third copy is retained in the admission office and placed in an alphabetical file of all incoming students. Experience, after experimental trials, should dictate changes in regulations if an individual institutional process proves that it is advisable.

#### *Advanced Standing Provisional*

The student is now settled in his new place but the temporary assignment of advanced credit is contingent upon the completion of one year of satisfactory work with you. This is no hardship for the honest and conscientious student but it is a "thorn in the flesh" for the "ne'er-do-well."

An unsatisfactory record in the school will invalidate all of his provisional advanced standing and he may recover the credit only by passing examinations in specific subjects or by repeating the work in class, except that successful continuation work in any subject will confirm the preliminary provisional credit allowed in that subject.

After the completion of one year's work, or two quarters of work as in a few institutions, the question of confirmation or cancellation of provisional advanced standing is brought before the Board of Admissions for consideration. In a few institutions the student will be required to do successfully specific continuation work in the subjects in which credit is allowed by transfer or in lieu of such continuation work must validate his claim for the credit by passing examinations for advanced standing. However, in the most of the colleges and universities a year of successful advanced work will be sufficient to assure the candidate of confirmation of his provisional advanced standing allowed from the institutions previously attended.

An unsuccessful continuation record in the second institution would render void all provisional credit allowed from

the schools previously attended by the student. Such an action would be equivalent to dismissal although the student might have the privilege of redeeming the lost credit by examination.

#### *Need for Educational Clearing House*

There is urgent need of a great national center for the cultivation of scientific information about schools. College admission officers in the past have not had such a central source of information and as a consequence an examination of a list of institutions from which students have been admitted with advanced standing is always informing, reflecting directly the educational standards of the institution receiving the students. However, I am happy to say that the American Council on Education has been active in rounding up information concerning colleges and universities which will be helpful to admission officers, and the Council now has in preparation a "College and University Handbook" which will give valuable information concerning higher institutions in this country. All co-operation has a focal point—and that focal point in institutional affairs is the competent leader. We can all profit by looking to the American Council on Educational for leadership and help when in doubt about the standing of little known institutions, when we are called upon to evaluate credits from such institutions.

#### References:

- Frederick J. Kelly, *The American Arts College, "A Limited Survey."* The Macmillan Company, New York City, 1925.  
Robert Lincoln Kelly, *"Tendencies in College Administration."* Science Press, Lancaster, Pa.; New York City, 1925.

I should like to comment briefly on the action taken by this association last year following Dr. Robertson's paper, when it passed a resolution supporting a certain manuscript which was then ready for publication, prepared by Doctor Kuno of the University of California concerning Oriental institutions. Doctor Kuno was unable to have this published, lacking the finances; the American Council did not have the money, but

the Council thought that if this association should recommend it, it would be possible to have the publication printed by the Bureau of Education. As I understand it, the Bureau of Education agreed to that. Now, that action taken by this association was quite helpful, so Dr. Robertson believed, in bringing this about. I have not seen the publication yet, but no doubt it will appear soon. I think we should commend the American Council on what they have planned to do, and I should like to offer this resolution which I have drawn up in conference with a number of my colleagues this morning:

*"Be it Resolved:* That the American Association of Collegiate Registrars express to the American Council on Education and the United States Bureau of Education its appreciation of the helpful services rendered to the members of the American Association of Collegiate Registrars, and its desire that the Council and the Bureau do whatever they can in the way of collecting data relative to the proper method and ways of evaluating credentials from educational institutions in this and other countries in terms of our educational requirements; and,

*"Be it further Resolved:* That the American Association of Collegiate Registrars will appreciate the privilege of submitting to the American Council and the United States Bureau from time to time problems which present themselves for solution, with the hope that ultimately data may be collected which will tend to the satisfactory solution of such problems."

I offer this resolution for solution by the Association.

Chairman TUTTLE: Since the time is short, the Chair will rule, unless there is objection, that this resolution be referred to the Committee on Resolutions for presentation at the business session. Is that satisfactory?

Mr. SMITH: It is.

Chairman TUTTLE: I am sorry there will not be time for discussion of Mr. Smith's paper. We may be able to come back to it a little later on.

The next paper is by Mr. Alan Bright, Registrar of Carnegie Institute of Technology, and the subject of his paper is "A Study of the College Calendar."

Mr. BRIGHT: A difficult problem in presenting this paper was to reduce the material that was received to a paper that might be presented in the allotted time that I have this morning.

The statistical tables that accompany this report cannot be read but if they are printed in the proceedings, I feel that they will be very helpful to anyone engaged in the problem of rearranging the college calendar.

#### A STUDY OF THE COLLEGE CALENDAR

By ALAN BRIGHT,  
*Registrar, Carnegie Institute of Technology*

In the early history of American Colleges the calendar was probably arranged after the same plan as is followed now by many of the country schools. The school term was arranged at a time when the student was least needed in other pursuits. The length of the college year must now be longer than it was in the early years, and still we hear of criticism of the method of conducting the work of the colleges. It is said that under our present old-fashioned plan, our institutions operate somewhat intermittently for but three-quarters of the year. We are told that no other business in the world is managed in quite so easy a fashion as the business of education. Yet the business of education is probably the most important business we know anything about.

In preparing this report there was no intention to suggest the proper length of the college year. It was thought that certain data might be compiled that had not heretofore been collected that might answer the following questions:

- (a) Just how long is the average college year?
- (b) What determines the date of opening?

- (c) What portion of the year is devoted to the working of educational machinery?
- (d) What is the common practice concerning the suspending of classes on legal holidays?
- (e) Is there a tendency to prolong the teaching period?

Reports were requested of all the institutions holding membership in this association. Three hundred and twenty responses were received. In the appended tables appears a part of the information reported. From the tables the following averages were computed:

Date of opening . . . . .	September 18
Date of closing . . . . .	June 6
Period of operation for the college year .	262 days
Number of days of actual instruction .	183 days
Date of opening of Summer Session .	June 16
Date of closing of Summer Session .	August 12
Period of operation of the Summer Session	58 days
Number of days of actual instruction—	
Summer Session . . . . .	44.5 days

There seems to be no definite formula for determining the opening date. It has been customary for most of our institutions to begin the year near the middle of September or sometime in the second or third week in September. The Commencement Day is often fixed by the governing body and the date of opening arranged a definite number of weeks before or after Commencement. Such preliminaries as interviews, registration and freshman week program are arranged between Labor Day and the date of opening. Such influences as the climate, the date of the college board examinations, the opening of the public schools and the closing of State Fairs, all control the date of opening.

The institutions that operate on the quarter or term plan comprise 22.2% of the institutions reporting. The quarter plan simplifies the problem of the calendar maker as the Christmas and Spring holiday periods fall naturally between terms and make possible a liberal interval for academic read-

justment. With this plan the date of opening usually occurs twelve weeks before the beginning of the Christmas holidays.

The practice of setting aside a definite part of the six-day period of each week as a free period varies widely, as the following table will show:

1 institution suspends classes . . .	$1\frac{1}{2}$ days each week
128 institutions suspend classes . . .	1 day each week
77 institutions suspend classes . . .	$\frac{1}{2}$ day each week
108 institutions do not suspend classes during the six-day period.	

The time devoted to free days, Sundays and holiday periods makes up most of the time represented by the difference between the total period between the opening and closing and the actual teaching time. The remainder of the difference is distributed in registration days, examination days, and the interval between semesters. The time formally devoted to examinations varies widely, amounting to nine days each semester or term in some institutions, while others do not set aside any time for final examinations.

Nearly all of the institutions reporting have the usual holiday periods at Thanksgiving and Christmas. There is usually a holiday period in the spring, either at Easter or at some other time during the months of March or April. The number of institutions reporting the complete suspension of classes on the other legal holidays is as follows:

Columbus Day (October 12) . . . . .	28
Election Day . . . . .	20
Armistice Day (November 11) . . . . .	65
Lincoln's Birthday (February 12) . . . . .	23
Washington's Birthday (February 22) . . . . .	161
Memorial Day . . . . .	185
Independence Day (July 4) . . . . .	191

The average number of days closed for holidays during the regular college year (September to June) is 19.75.

Two hundred and twenty-five institutions hold Summer Sessions.

Many of the colleges that are situated in the large centers of population find it necessary to follow the "daylight saving" plan. The college in the large city usually finds itself in a helpless position for it is compelled to follow the time arrangement adopted by the community. Seventy-six institutions follow the daylight plan, and two hundred and thirty-two do not.

The conditions governing the management of the large number of institutions throughout the United States and Canada vary so widely that no need is apparent for establishing an opening and closing date that is uniform in all colleges. The only reason that might exist for making the working period more uniform would be to make the term "college credit" a more definite thing for college officers to deal with when students change colleges.

Those who are charged with the responsibility of arranging the college calendar find that on the one hand an expensive investment demands that the college must not be allowed to be idle and non-productive for a long period of time. On the other hand, the program must be so arranged as not to tax too severely the limits of human endurance of students and faculty.

To make more extensive use of the facilities and to extend opportunity to an additional group of students we find within recent years part-time, evening and extension courses have been introduced until in some institutions, the number of such students compares favorably with the enrolment in the regular college courses. This development has been particularly noticeable in the urban universities.

Are there tendencies abroad to lengthen the college year? When the quarter or term plan was first introduced, it appeared to many to be a protest against the system in operation for decades that utilized but nine months of the year. The quarter system offered a year of four quarters of twelve weeks each. But as this plan has worked out, attendance in the fourth quarter is optional and the vast majority of our students have a year of the same length, but of three parts instead of two.

There are certain serious obstacles that stand in opposition to the lengthening of the college year. There is the agricultural community that needs its young men during the summer season. In most of our colleges a large proportion of the undergraduates must have a liberal allowance of time in which to earn funds. There is the danger of prolonging the year to the point of mental and physical fatigue. A lengthening of the college year might bring about an injustice to the teacher who would thus be deprived of much of the leisure which he regards as a deserved part of his profession and which he believes he must have for study and research.

And yet, many people often wonder what the college student accomplishes in the three summer months. Does he replenish his bank account as so many college students must do, or does he mark time for this period? Does he spend his one-third of a year in a useful manner, or is his preparatory period lengthened unnecessarily and does he and the community of which he is a part suffer a certain loss in efficiency?

We often hear the all-year schedule proposed. Perhaps the only successful attempt of this plan is the system that has been under operation for many years at West Point Military Academy and the United States Naval Academy. At these institutions the student body is under instruction for eleven months of the year. The instructors point out that the student body is not made up of those who are broken in health and are nervous wrecks from too much attention to class room work and hard study. On the contrary, they are said to be in better physical condition than the students of other institutions. But we must remember that West Point and Annapolis are made up of men who have been highly selected and the government system of instruction could hardly be introduced in our colleges. And yet the plan at these two institutions produces successful men and manifests certain points to us that are valuable.

With the material assembled in this study before us we must ask the questions: Is there any time lost with our pres-

**A STUDY OF THE COLLEGE CALENDAR**  
 By ALAN BRIGHT  
**STATISTICAL TABLES**  
**Semester Plan**

INSTITUTION	First Semester		Second Semester		Date of Commencement		Summer Session		Classes Begin		Thanksgiving		Christmas		Holidays		Number of Days Closed at		Days Closed for All			
	Begins	Ends	Begins	Ends	June 1	July 1	Aug. 21	Aug. 21	Sept. 30	Oct. 1	Nov. 23	Dec. 1	Dec. 25	Jan. 1	Feb. 1	Feb. 15	Feb. 16	Feb. 28	Mar. 1	Mar. 20	Mar. 21	
ALABAMA																						
Alabama Polytechnic Institute.....	Sept. 9	Jan. 21	May 26	May 18	May 18	June 7	Aug. 21	Aug. 21	8:00	5:00	2:30	1:15	15									
Birmingham-Southern College.....	Sept. 15	Jan. 30	June 1	June 1	June 1	June 7	Aug. 21	Aug. 21	8:00	5:00	2:30	1:15	16									
Woman's College of Alabama.....	Sept. 16	Jan. 27	May 29	May 29	May 29	.....	.....	.....	.....	.....	.....	.....	.....									
ARIZONA																						
University of Arizona.....	Sept. 16	Jan. 30	Feb. 3	June 5	June 5	June 7	Aug. 28	Aug. 28	8:00	5:15	2:30	1:15	6									
ARKANSAS																						
Hendrix.....	Sept. 18	Jan. 30	Feb. 2	June 5	June 8	June 9	Aug. 7	Aug. 7	8:00	12:30	1:15	1:15	3									
CALIFORNIA																						
College of Medical Evangelists.....	Sept. 3	Dec. 30	Jan. 3	May 30	May 30	.....	.....	.....	.....	.....	.....	.....	.....									
College of the Pacific.....	Sept. 12	Jan. 30	Feb. 1	June 16	June 16	.....	.....	.....	.....	.....	.....	.....	.....									
Mills College.....	Aug. 19	Dec. 19	Jan. 13	May 13	May 17	.....	.....	.....	.....	.....	.....	.....	.....									
Occidental College.....	Sept. 16	Jan. 29	Feb. 3	June 7	June 7	.....	.....	.....	.....	.....	.....	.....	.....									
Pomona College.....	Sept. 18	Jan. 30	Feb. 3	June 10	June 14	June 21	July 30	July 30	8:00	3:30	2:30	1:15	2									
Pasadena Junior College.....	Sept. 14	Jan. 29	Feb. 1	June 18	June 18	June 21	July 30	July 30	8:00	3:30	2:30	1:15	10									
University of California, Berkeley.....	Aug. 18	Jan. 8	Jan. 12	May 12	May 12	June 21	July 31	July 31	8:00	3:30	2:30	1:15	5									
University of Redlands.....	Sept. 15	Jan. 30	Feb. 1	June 14	June 7	.....	.....	.....	.....	.....	.....	.....	.....									
University of Santa Clara.....	Aug. 18	Dec. 19	Jan. 4	May 29	May 30	.....	.....	.....	.....	.....	.....	.....	.....									
University of Southern California.....	Sept. 16	Jan. 28	Feb. 1	June 2	June 7	June 14	Sept. 6	Sept. 6	8:00	4:15	2:30	1:15	5									
COLORADO																						
Agricultural College.....	Sept. 10	Jan. 16	Jan. 18	June 3	June 3	June 16	Aug. 18	Aug. 18	8:00	5:00	2:30	1:15	5									
Colorado College.....	Sept. 15	Jan. 27	Feb. 2	June 9	June 9	June 16	Aug. 6	Aug. 6	8:00	3:45	2:30	1:15	10									
Loretta Heights College.....	Sept. 15	Jan. 23	Jan. 27	May 28	May 21	July 6	Aug. 28	Aug. 28	8:00	4:00	3:15	2:15	3									
University of Denver.....	Sept. 15	Jan. 29	Feb. 1	June 3	June 7	June 21	Aug. 2	Aug. 2	9:00	2:50	2:30	1:15	3									
				June 11	June 9	June 21	Sept. 3	Sept. 3	8:00	4:30	2:30	1:15	5									

CONNECTICUT	
Connecticut Agricultural College.....	Sept. 28
Connecticut College for Women.....	Sept. 23
Sheffield Scientific School.....	Sept. 24
DELAWARE	
Woman's College, Univ. of Delaware.	Sept. 22
DISTRICT OF COLUMBIA	
Catholic University of America.....	Sept. 23
Georgetown University.....	Sept. 15
Washington Missionary College.....	Jan. 18
Trinity College.....	Jan. 26
FLORIDA	
Florida State College for Women.....	Sept. 16
University of Florida.....	Sept. 15
GEORGIA	
Atlanta University.....	Sept. 23
Brenau College.....	Jan. 25
Georgia School of Technology.....	Sept. 20
Piedmont College.....	Sept. 9
IDAHO	
Albion State Normal College.....	Sept. 14
Idaho Technical Institute.....	Sept. 14
ILLINOIS	
Armour Institute of Technology.....	Sept. 23
Blackburn College.....	Jan. 28
Bradley Polytechnic Institute.....	Feb. 4
Catharine College.....	Feb. 3
DePaul University.....	Jan. 29
Eureka College.....	Jan. 30
Greenville College.....	Feb. 1
Illinois Wesleyan University.....	Feb. 3
Illinois Woman's College.....	Jan. 14
Knox College.....	Jan. 29
Lombard College.....	Jan. 29
McKendree College.....	Jan. 29
Monmouth College.....	Jan. 26
Northwestern University.....	Feb. 6
Rockford College.....	Feb. 6
University of Illinois.....	Sept. 23
Wheaton College.....	Jan. 28
INDIANA	
Butler University.....	Sept. 17
DePauw University.....	Jan. 30
Earlham College.....	Jan. 28
Franklin College.....	Jan. 22
Purdue University.....	Feb. 6
Rose Polytechnic Institute.....	Jan. 29
University of Notre Dame.....	Sept. 10



MARYLAND	College of Notre Dame.....	Sept. 16	Feb. 2	Feb. 8	June 7	June 9	.......	9:00	4:30	2	12	5
	Goucher College.....	Oct. 2	Jan. 29	Feb. 1	May 26	May 31	.......	8:50	5:00	3	15	12
	Hood College.....	Sept. 18	Jan. 30	Feb. 2	June 4	June 8	.......	8:20	4:45	2	11	7
	Johns Hopkins College.....	Sept. 29	Feb. 3	Feb. 3	June 1	June 5	.......	8:30	10:00PM	3	10	6
	Loyola College.....	Sept. 22	Jan. 31	Feb. 1	June 10	June 11	.......	9:00	2:34	2	7	7
	University of Maryland.....	Sept. 23	Jan. 30	Feb. 2	June 6	June 7	.......	8:20	4:10	2	10	4
	Western Maryland College.....	Sept. 14	Jan. 30	Feb. 1	June 8	June 8	.......	8:35	4:00	5	14	8
MASSACHUSETTS	Boston College.....	Sept. 16	Jan. 31	Feb. 2	June 10	June 16	.......	9:30	2:45	2	5	5
	Boston University (Bus. Admin.).....	Sept. 21	Jan. 26	Feb. 1	June 2	June 14	.......	9:15	3:05	3	12	1
	Boston University (Liberal Arts).....	Sept. 17	Jan. 26	Feb. 3	June 2	June 14	.......	9:00	5:00	2	7	5
	Clark University.....	Sept. 24	Jan. 31	Feb. 1	June 14	June 14	.......	8:00	6:00	4	12	6
	Harvard College.....	Sept. 28	Feb. 6	Feb. 8	June 19	July 6	.......	9:00	5:00	1	10	6
	Lowell Textile School.....	Sept. 29	Feb. 5	Feb. 8	June 4	June 8	.......	9:00	4:30	2	10	4
	Mass. Institute of Technology.....	Sept. 28	Jan. 23	Feb. 8	May 29	June 8	.......	9:05	4:55	1	8	13
	Mount Holyoke College.....	Sept. 25	Feb. 5	Feb. 8	June 10	June 18	.......	8:45	4:35	1	12	10
	Smith College.....	Sept. 30	Feb. 6	Feb. 8	June 15	June 21	.......	9:00	6:00	1	14	13
	Wellesley College.....	Sept. 28	Feb. 6	Feb. 8	June 17	June 22	.......	8:40	4:30	1	17	9
	Wheaton Polytechnic Institute.....	Sept. 17	Jan. 30	Feb. 1	June 12	June 18	.......	8:30	4:30	2	17	8
MICHIGAN	Albion College.....	Sept. 30	Feb. 6	Feb. 10	June 12	June 18	.......	8:00	5:00	3	10	4
	Alma College.....	Sept. 21	Jan. 30	Feb. 4	June 1	June 15	.......	7:50	4:15	2	17	12
	Hillsdale College.....	Sept. 17	Jan. 29	Feb. 1	June 11	June 16	.......	7:50	5:00	3	12	8
	Kalamazoo College.....	Sept. 15	Jan. 30	Feb. 2	June 11	June 7	.......	7:30	4:00	1	17	10
	University of Detroit.....	Sept. 17	Jan. 30	Feb. 2	June 12	June 16	.......	8:00	3:30	1	17	10
	University of Michigan.....	Sept. 21	Jan. 29	Feb. 1	June 11	June 18	.......	8:00	3:00	2	8	6
MINNESOTA	Carleton College.....	Sept. 17	Jan. 30	Feb. 2	June 12	June 14	.......	8:00	3:30	1	14	8
	College of St. Thomas.....	Sept. 18	Jan. 31	Feb. 1	June 4	June 16	.......	8:30	4:15	4	15	5
	Macalester College.....	Sept. 18	Jan. 29	Feb. 2	June 6	June 8	.......	7:50	5:05	1	15	8
	St. Olaf College.....	Sept. 8	Jan. 26	Feb. 9	.......	.......	.......	.......	.......	.......	.......	....
MISSISSIPPI	Mississippi State College for Women.....	Sept. 15	Jan. 30	Feb. 2	June 5	May 30	June 8	July 18	8:00	5:00	1	12
MISSOURI	Lindenwood College.....	Sept. 18	Jan. 28	Feb. 1	May 28	June 1	.......	8:00	4:00	1	11	3
	Missouri School of Mines and Metal'gy	Sept. 16	Jan. 29	Feb. 3	June 4	June 5	.......	8:30	4:00	3	12	19
	The Principia.....	Sept. 16	Jan. 30	Feb. 1	June 1	June 4	.......	8:30	4:10	1	13	14
	University of Missouri.....	Sept. 18	Jan. 30	Feb. 1	June 5	June 9	.......	8:30	4:10	2	11	5
	Washington University.....	Sept. 24	Jan. 30	Feb. 1	June 8	June 19	.......	8:30	3:45	1	10	3
	Webster College.....	Sept. 16	Jan. 29	Feb. 1	June 4	June 8	.......	8:10	3:04	1	10	4

INSTITUTION	First Semester		Second Semester		Date of Commencement		Number of Days Closed at	Number of Days Closed for All Holidays
	Begins	Ends	Begins	Ends	Begins	Ends		
NEBRASKA								
Creighton College.....	Sept. 17	Jan. 30	Feb. 1	June 5	June 21	Aug. 2	8:00	5:00
Nebraska Wesleyan University.....	Sept. 14	Jan. 29	Feb. 1	June 2	June 1	Aug. 20	8:00	12:20
Union College.....	Sept. 10	Jan. 11	Jan. 12	May 16	May 16	Sept. 1	7:45	12:15
University of Nebraska.....	Sept. 17	Jan. 29	Feb. 1	June 4	June 5	Aug. 20	8:00	5:50
Hastings College.....	Sept. 9	Jan. 23	Jan. 26	June 2	June 4	July 31	8:10	4:10
State Normal Sch. and Teachers Coll.	Sept. 14	Jan. 22	Jan. 25	May 27	May 27	Aug. 1	9:00	4:30
NEVADA								
University of Nevada.....	Aug. 26	Dec. 19	Jan. 6	May 8	May 10	June 14	7:45	4:45
NEW HAMPSHIRE								
Dartmouth College.....	Sept. 17	Jan. 30	Feb. 2	June 16	June 22	.....	8:00	4:00
NEW JERSEY								
College of St. Elizabeth.....	Sept. 23	Jan. 29	Feb. 1	June 7	June 10	.....	8:30	4:30
New Jersey College for Women.....	Sept. 16	Jan. 21	Jan. 26	June 1	June 5	July 6	8:30	4:10
Princeton University.....	Sept. 29	Feb. 16	Feb. 17	June 22	June 22	Aug. 31	8:00	4:00
Stevens Institute of Technology.....	Sept. 27	Jan. 29	Feb. 9	May 31	June 21	Aug. 8	9:00	4:40
NEW MEXICO								
University of New Mexico.....	Sept. 11	Jan. 23	Jan. 25	June 4	May 31	July 7	8:00	4:00
New Mexico College of Agriculture and Mechanical Arts.....	Sept. 9	Jan. 22	Jan. 24	May 25	May 25	July 28	8:00	5:00
NEW YORK								
Adelphi College.....	Sept. 15	Jan. 31	Feb. 1	June 5	June 10	Aug. 13	9:00	5:00
Alfred College.....	Sept. 21	Feb. 2	Feb. 8	June 18	June 16	Aug. 17	8:00	5:00
University of Buffalo.....	Sept. 24	Feb. 3	Feb. 11	May 29	June 9	Aug. 13	8:30	5:05
College of the City of New York.....	Sept. 21	Jan. 30	Feb. 1	June 21	June 24	July 1	8:00	6:00
College of New Rochelle.....	Sept. 24	Feb. 2	Feb. 3	June 9	June 7	July 5	9:00	5:30
Columbia University.....	Sept. 28	Jan. 22	Feb. 5	June 8	June 2	July 6	9:00	3:00
Cornell University.....	Sept. 16	Jan. 27	Feb. 2	May 28	June 9	July 5	8:00	3:12
Hobart College.....	Sept. 24	Jan. 28	Feb. 8	June 11	June 17	July 6	9:00	1:12
Hunter College.....	Sept. 21	Jan. 25	Feb. 1	June 2	June 28	Aug. 7	9:00	2:15
Keuka College.....	Sept. 23	Jan. 27	Feb. 3	May 28	June 1	July 6	9:00	2:15
Nat. Training School of Y. W. C. A.	Sept. 23							

## NEW YORK (continued).

New York State College for Teachers	Sept. 24	Jan. 25	Feb. 8	June 7	June 21	July 5	Aug. 13	8:10	4:45	3	14	8
New York University	Sept. 22	Jan. 20	Feb. 2	May 29	June 9	June 9	Aug. 13	9:00	?	2	8	3
Niagara University	Sept. 24	Jan. 2	Feb. 8	June 7	June 15	8:15	4:15	3	15	6	29	18
The Polytechnic Institute	Sept. 21	Jan. 27	Feb. 4	June 4	June 16	9:00	?	2	8	6	21	21
Syracuse University	Sept. 21	Jan. 30	Feb. 4	June 11	June 14	8:00	4:00	3:30	11	6:30	20	20
Teachers College, Columbia Univ.	Sept. 24	Feb. 2	Feb. 3	June 9	June 2	Aug. 12	9:00	?	3	12	4	22
Union College	Sept. 21	Jan. 21	Feb. 1	June 10	June 14	8:00	4:30	1	13	6	22	22
Vassar College	Sept. 24	Feb. 6	Feb. 9	May 26	June 8	8:30	5:20	1	12:30	7:30	23	23
Wells College	Sept. 26	Jan. 29	Feb. 1	June 12	June 15	8:45	4:30	1	15	7	25	25
Skidmore College	Sept. 22	Feb. 1	June 4	June 8	8:00	4:00	3:30	1	11	9:30	29:30	29:30
<b>NORTH CAROLINA</b>												
Catawba College	Sept. 15	Jan. 30	Feb. 2	June 7	June 8	8:00	4:20	1	16	6	23	23
John C. Smith University	Sept. 16	Jan. 29	Feb. 2	June 28	June 2	8:00	3:30	1	7	1	9	9
North Carolina College for Women	Sept. 17	Jan. 24	Jan. 25	June 4	June 8	8:15	4:00	1	10	7	21	21
Salem College	Sept. 10	Jan. 21	Jan. 28	May 23	June 1	9:00	3:45	1	17	6	24	24
Wake Forest College	Sept. 17	Jan. 30	Feb. 1	June 4	June 4	8:10	3:30	1	11	1	13	13
<b>NORTH DAKOTA</b>												
University of North Dakota	Sept. 22	Feb. 6	Feb. 7	June 4	June 7	June 8	July 31	8:00	5:00	1	11	2
<b>OHIO</b>												
Antioch College	Sept. 8	Dec. 19	Feb. 8	May 22	June 22	8:00	3:00	1	6	1	6	10
Baldwin-Wallace College	Sept. 14	Feb. 4	Feb. 8	June 16	June 16	8:00	5:00	1	18	2	23:30	23:30
Case School of Applied Science	Sept. 24	Jan. 27	Feb. 1	May 27	May 27	8:00	4:00	3	10	3	18	18
College of Wooster	Sept. 18	Jan. 21	Feb. 1	June 11	June 16	7:30	4:00	1	14:30	6	24	24
Denison University	Sept. 16	Jan. 29	Feb. 1	June 11	June 14	8:00	4:00	2	10	?	?	?
Heidelberg University	Sept. 16	Feb. 2	Feb. 3	June 11	June 14	7:30	4:30	1	12	3	16	16
Hiram College	Sept. 15	Jan. 30	Feb. 2	June 5	June 7	8:00	4:00	1	12	10	23	23
Miami University	Sept. 16	Jan. 29	Feb. 3	June 11	June 14	7:30	4:00	1	13	5	22	22
Municipal University of Akron	Sept. 16	Jan. 30	Feb. 3	June 12	June 15	8:00	5:00	3	12	6	25	25
Muskingum College	Sept. 15	Jan. 30	Feb. 2	June 10	June 10	8:00	3:30	1	12	6	20	20
Oberlin College	Sept. 15	Jan. 30	Feb. 1	June 14	June 14	8:00	4:30	1	10	5	16	16
Ohio University	Sept. 23	Feb. 5	Feb. 8	June 8	June 8	8:00	4:30	2	11	1	16	16
Ohio Wesleyan University	Sept. 16	Jan. 30	Feb. 3	June 12	June 16	7:45	4:10	1	17	10	30	30
Otterbein College	Sept. 16	Feb. 2	Feb. 3	June 16	June 16	7:30	4:00	2:30	14	5	23:30	23:30
University of Cincinnati	Sept. 21	Feb. 3	Feb. 6	June 11	June 12	8:30	?	3	12	3	20	20
University of Toledo	Sept. 15	Jan. 30	Feb. 3	June 12	June 17	8:30	5:00	3	10	5	21	21
Western College for Women	Sept. 16	Jan. 30	Feb. 1	June 8	June 8	8:30	4:30	1	11	6	21	21
Western Reserve University	Sept. 22	Feb. 6	Feb. 10	June 16	June 16	8:15	4:30	3	12	6	23	23
Wittenberg College	Sept. 15	Jan. 29	Feb. 1	June 4	June 10	7:45	5:00	1	12	2	27	27
<b>OKLAHOMA</b>												
Central State Teachers College	Sept. 8	Jan. 15	Jan. 18	May 21	May 21	8:00	3:00	2	10	12	12	12
Oklahoma City University	Sept. 14	Jan. 21	Jan. 22	May 28	May 28	8:00	2:20	2	11	2	16	16
Oklahoma College for Women	Sept. 14	Jan. 29	Feb. 1	June 2	8:05	5:35	1	10	5	16	16	
Southwestern State Teachers College	Sept. 8	Jan. 15	Jan. 18	May 20	May 24	8:00	3:00	2	10	4	12	12
University of Oklahoma	Sept. 21	Jan. 30	Feb. 1	June 4	June 8	8:10	4:00	4:30	1	4	27	27

MULTIPLICATION

SOUTH DAKOTA	S. D. State School of Mines.....	Sept. 16	Jan. 29	Feb. 1	June 3	June 3	July 24	July 24	Aug. 20	2	10	
University of South Dakota.....	Sept. 16	Jan. 29	Feb. 2	June 12	June 7	June 15	July 24	July 24	Aug. 20	1	13	
TENNESSEE	Southwestern, Memphis.....	Sept. 24	Jan. 30	Feb. 2	June 15	June 8	June 7	Aug. 1	9:00	1	12	
University of Chattanooga.....	Sept. 22	Feb. 5	Feb. 8	June 8	June 2	June 7	Aug. 26	8:00	3	13		
University of Tennessee.....	Sept. 16	Jan. 28	Feb. 1	June 29	June 7	June 7	Aug. 26	8:00	5:30	1	11	
TEXAS	Agricultural and Mech. Coll. of Tex.	Sept. 16	Jan. 29	Jan. 30	May 29	June 1	Aug. 28	8:00	5:00	2	16	
Southern Methodist University.....	Sept. 21	Jan. 30	Feb. 1	June 7	June 7	June 8	Aug. 30	8:00	5:00	2	16	
Texas Christian University.....	Sept. 18	Jan. 30	Feb. 1	June 9	June 7	June 9	Aug. 10	8:00	4:00	3	18	
VERMONT	Middlebury College.....	Sept. 16	Jan. 30	Feb. 1	June 11	June 15	June 22	Aug. 20	8:00	5:00	1	12
Norwich University.....	Sept. 15	Jan. 29	Jan. 29	June 16	June 16	June 16	Aug. 9	8:20	4:15	3	15	
University of Vermont.....	Sept. 17	Jan. 29	Jan. 31	June 20	June 20	July 7	Aug. 13	7:10	3:50	1	14	
VERMONT	College of William and Mary.....	Sept. 17	Jan. 28	Feb. 1	June 9	June 15	Aug. 28	9:00	?	1	12	
Hollins College.....	Sept. 18	Jan. 29	Feb. 1	June 1	June 1	June 15	Aug. 1	8:00	4:00	1	18	
Randolph-Macon Woman's College.....	Sept. 16	Jan. 31	Jan. 31	June 29	June 1	June 1	Aug. 29	9:00	4:30	1	12	
Roanoke College.....	Sept. 17	Jan. 29	Feb. 1	June 4	June 8	June 15	Aug. 29	8:00	3:30	1	14	
Sweetbriar College.....	Sept. 17	Jan. 31	Feb. 1	June 1	June 1	June 15	Aug. 29	8:00	4:30	1	12	
Washington and Lee University.....	Sept. 16	Feb. 1	Feb. 4	June 8	June 8	June 15	Aug. 29	8:00	4:30	1	14	
WASHINGTON	College of Puget Sound.....	Sept. 11	Jan. 29	Feb. 3	June 4	June 9	June 14	Aug. 19	8:00	5:55	2	10
State College of Washington.....	Sept. 18	Feb. 5	Feb. 8	June 17	June 17	June 21	Aug. 13	8:20	4:10	2	10	
WEST VIRGINIA	Bethany College.....	Sept. 16	Jan. 29	Feb. 2	June 7	June 9	June 14	Aug. 28	8:00	4:30	1	11
Salem College.....	Sept. 15	Jan. 29	Feb. 1	June 3	June 3	June 7	Aug. 26	7:30	4:00	2	10	
Marshall College.....	Sept. 10	Jan. 27	Jan. 28	June 4	May 31	June 7	Aug. 27	8:00	5:30	3	12	
West Virginia University.....	Sept. 24	Feb. 6	Feb. 9	June 8	June 15	June 21	Sept. 4	?	2:00	2	10	
West Virginia Wesleyan College.....	Sept. 15	Jan. 30	Feb. 2	June 9	June 9	June 10	Aug. 12	7:45	4:00	3	18	
WISCONSIN	Beloit College.....	Sept. 18	Feb. 7	Feb. 8	June 14	June 14	July 24	7:40	4:30	1	11	
University of Wisconsin.....	Sept. 23	Feb. 3	Feb. 3	June 15	June 10	June 21	Aug. 6	8:00	4:30	1	11	
Marquette University.....	Sept. 18	Jan. 29	Jan. 29	June 7	June 10	June 28	Aug. 6	8:00	3:50	2	10	
CANADA	University of British Columbia.....	Sept. 22	Dec. 17	Jan. 4	May 6	May 6	July 5	Aug. 14	9:00	6:00	1	12
McMaster University.....	Sept. 30	Jan. 12	Jan. 25	May 15	May 18	July 5	Aug. 13	8:45	5:00	1	20	
University of Manitoba.....	Sept. 21	Dec. 23	Jan. 4	May 8	May 20	July 5	Aug. 13	9:00	6:00	1	11	
Queen's University.....	Sept. 23	Dec. 23	Jan. 6	Apr. 23	May 5	July 7	Aug. 18	8:00	5:00	1	17	
University of Western Ontario.....	Sept. 20	Jan. 30	Feb. 1	May 28	May 28	July 5	Aug. 14	9:00	5:00	1	12	

## QUARTER PLAN

### INSTITUTION

	Number of Days Closed at	Holidays											
		Master			Christmases			Thanksgivings			Classes End		
Univ. of Arkansas.....	Sept. 28	Jan. 4	Mar. 25	Mar. 30	June 11	June 14	Aug. 29	Aug. 29	Aug. 29	Aug. 29	5:00	5:00	5:00
Univ. of Colorado.....	Sept. 27	Jan. 4	Mar. 19	Mar. 23	June 13	June 13	June 13	June 13	June 13	June 13	12	12	4
Western State Col. of Colo.....	Sept. 22	Jan. 5	Mar. 20	Mar. 23	June 10	June 10	June 14	Aug. 25	Aug. 25	Aug. 25	10	10	5
Emory Univ. (Georgia).....	Sept. 30	Dec. 22	Jan. 4	Mar. 19	Mar. 23	June 15	June 15	June 14	Aug. 27	Aug. 27	8:45	8:45	10
University of Georgia.....	Sept. 16	Dec. 22	Jan. 5	Mar. 20	Mar. 23	June 16	June 16	June 16	Aug. 22	Aug. 22	8:00	8:00	14
Eastern Ill. State Tchrs. Col.....	Sept. 7	Nov. 27	Mar. 5	Mar. 20	Mar. 23	June 5	June 5	June 5	June 16	June 16	5:10	5:10	15
Lewis Institute (Illinois).....	Sept. 28	Dec. 18	Jan. 5	Mar. 26	Mar. 4	June 24	June 24	June 24	June 28	Sept. 3	3:10	3:10	8
University of Chicago.....	Oct. 1	Dec. 23	Jan. 4	Mar. 19	Mar. 29	June 16	June 16	June 16	June 21	Sept. 23	8:40	8:40	19
Northern Ill. St. Tchrs. Col.....	Sept. 9	Nov. 25	Nov. 30	Feb. 26	Mar. 8	May 27	May 27	June 7	Aug. 27	Sept. 3	8:00	8:00	7
Evansville College (Ind.).....	Sept. 15	Dec. 30	Mar. 7	Mar. 10	Mar. 15	June 8	June 8	June 9	Aug. 17	Aug. 17	4:15	4:15	9
Manchester College (Ind.).....	Sept. 9	Nov. 25	Nov. 2	Mar. 2	Mar. 3	May 28	May 28	May 31	Aug. 7	Aug. 7	5:00	5:00	2
California Inst. of Tech.....	Sept. 28	Dec. 19	Jan. 5	Mar. 20	Mar. 29	June 12	June 12	June 10	Aug. 27	Aug. 27	3:40	3:40	7
Iowa State College.....	Sept. 23	Dec. 18	Jan. 5	Mar. 5	Mar. 19	June 14	June 14	June 14	June 22	Aug. 27	8:00	8:00	6
Valparaiso University (Ind.).....	Sept. 30	Dec. 17	Dec. 30	Mar. 18	Mar. 24	June 11	June 11	June 11	June 11	June 16	6:00	6:00	12
Kentucky Wesleyan College.....	Sept. 8	Nov. 28	Nov. 30	Mar. 6	Mar. 9	June 1	June 1	June 1	June 16	Aug. 19	8:00	8:00	17
Maryland State Normal (Mass.).....	Sept. 12	Dec. 8	Dec. 12	Mar. 12	Mar. 15	June 15	June 15	June 15	June 15	July 31	8:00	8:00	9
Internat'l. Y.M.C.A. Col. (Mass.).....	Sept. 10	Jan. 5	Mar. 19	Mar. 30	June 11	June 11	June 11	June 11	June 11	July 31	6:00	6:00	13
Simmons College.....	Sept. 21	Dec. 15	Jan. 4	Mar. 19	Mar. 26	June 14	June 14	June 14	Aug. 13	Aug. 13	8:45	8:45	10
Central Michigan Normal Sch.....	Sept. 22	Dec. 15	Jan. 5	Mar. 26	Apr. 4	June 22	June 22	June 22	Aug. 29	Aug. 29	4:04	4:04	5
Michigan College of Mines.....	Sept. 29	Dec. 19	Jan. 5	Mar. 20	Mar. 22	June 5	June 5	June 5	Aug. 5	Aug. 5	8:00	8:00	20
Western State Normal (Mich.).....	Sept. 24	Dec. 16	Jan. 4	Mar. 26	Apr. 5	June 21	June 21	June 21	Aug. 28	Aug. 28	8:00	8:00	15
College of St. Catherine (Minn.).....	Sept. 26	Dec. 15	Jan. 6	Mar. 18	Mar. 20	June 12	June 12	June 12	Aug. 6	Aug. 6	5:00	5:00	21
University of Minnesota.....	Sept. 28	Dec. 19	Jan. 4	Mar. 20	Mar. 29	June 12	June 12	June 12	Aug. 20	Aug. 20	8:00	8:00	20
Millsaps College (Miss.).....	Sept. 25	Dec. 18	Dec. 29	Mar. 18	Mar. 22	June 2	June 2	June 2	Aug. 17	Aug. 17	8:30	8:30	1
Central Mo. State Tchrs. Col.....	Sept. 15	Nov. 24	Dec. 1	Mar. 5	Mar. 9	May 27	May 27	May 27	June 1	Aug. 5	1:00	1:00	12
Northeast Mo. State Tchrs. Col.....	Sept. 7	Sept. 2	?	?	?	?	?	?	May 21	Aug. 6	3:30	3:30	18
Northwest Mo. State Tchrs. Col.....	Sept. 8	Nov. 24	Dec. 1	Mar. 4	Mar. 4	May 26	May 26	May 26	May 26	Aug. 6	7:55	7:55	1
Nebraska State Tchrs. Col.....	Sept. 16	Dec. 4	Dec. 9	Mar. 12	Mar. 15	June 1	June 1	June 1	Aug. 21	Aug. 21	4:20	4:20	16
Nebraska State Normal Col.....	Sept. 5	Nov. 25	Nov. 28	Mar. 3	Mar. 3	May 26	May 26	May 26	May 31	Aug. 13	5:10	5:10	2
Univ. of New Hampshire.....	Sept. 16	Dec. 23	Jan. 4	Mar. 23	Mar. 31	June 20	June 20	June 20	June 29	Aug. 7	8:00	8:00	14
Eastern Carolina Tchrs. (N. C.).....	Sept. 30	Dec. 23	Jan. 5	Mar. 20	Mar. 20	June 8	June 8	June 8	June 15	Aug. 28	8:30	8:30	9

N. C. State Col. of Agr. & Eng..	Sept. 16	Dec. 22	Jan. 5	Mar. 17	Mar. 18	June 4	June 7	July 16	July 23	18
University of North Carolina....	Sept. 19	Dec. 19	Jan. 6	Mar. 20	Mar. 25	June 3	June 6	June 11	Aug. 23	3
North Dakota Agricultural Col. ....	Sept. 25	Dec. 18	Jan. 4	Mar. 23	Mar. 25	June 14	June 14	June 15	July 24	6
State Tehrs. College (Va.)....	Sept. 23	Dec. 23	Jan. 4	Mar. 22	? .....	June 5	June 8	June 14	Aug. 27	12
University of Texas.....	Sept. 27	Dec. 22	Jan. 3	Mar. 18	Mar. 19	June 7	June 7	June 7	Aug. 27	1
Leland Stanford.....	Oct. 1	Dec. 18	Jan. 4	Mar. 19	Mar. 21	June 16	June 21	June 22	Aug. 28	16
Mich. State Col. of Ag. & Ap. Sc. ....	Sept. 24	Dec. 18	Jan. 4	Mar. 26	Apr. 5	June 18	June 19	June 21	Aug. 28	1
Michigan State Normal.....	Sept. 23	Dec. 16	Jan. 4	Mar. 26	Apr. 5	June 19	June 21	June 22	Aug. 28	14
Montana State College.....	Sept. 23	Dec. 17	Jan. 3	Mar. 25	Mar. 28	June 10	June 10	June 10	Aug. 27	1
Montana Univ. of Montana.....	Oct. 1	Dec. 22	Jan. 5	Mar. 26	Mar. 31	June 18	June 18	June 21	Aug. 27	1
Ohio State University.....	Sept. 29	Dec. 23	Jan. 5	Mar. 19	Mar. 30	June 15	June 15	June 17	Aug. 28	1
Oklahoma Agric. & Mech. College.	Sept. 3	Nov. 25	Mar. 30	Mar. 5	Mar. 6	May 29	May 25	May 29	July 29	1
University of Oregon.....	Sept. 28	Dec. 18	Jan. 4	Mar. 19	Mar. 29	June 11	June 14	June 21	July 30	1
Oregon State Agric. College.....	Sept. 28	Dec. 18	Jan. 4	Mar. 25	Mar. 29	June 11	June 7	June 21	July 30	1
Drexel Institute (Pa.).....	Sept. 21	Dec. 19	Jan. 4	Mar. 19	Mar. 25	June 11	June 14	June 21	Sept. 11	1
Grove City College (Pa.).....	Sept. 30	Dec. 18	Jan. 5	Mar. 25	Mar. 30	June 11	June 16	June 20	Aug. 20	1
Winnthrop College (S. C.).....	Sept. 9	Dec. 1	Dec. 2	Mar. 9	Mar. 10	June 1	June 1	June 15	July 23	1
Eastern S. D. State Tehrs. Col... .	Sept. 9	Nov. 27	Nov. 30	Mar. 5	Mar. 8	June 4	June 4	June 7	Aug. 27	1
Dakota Wesleyan Univ. ....	Sept. 16	Dec. 5	Dec. 8	Mar. 5	Mar. 11	June 1	June 1	June 8	Aug. 26	1
Northn. Nor. & Ind. Sch. (S. D.)	Sept. 23	Dec. 29	Dec. 18	Mar. 12	Mar. 16	June 3	June 4	June 9	Aug. 27	1
S. D. St. Col. of Ag. & Mech. Arts	Sept. 24	Dec. 8	Jan. 6	Mar. 25	?	June 11	June 14	June 16	July 23	1
G. Peabody Col. for Tehrs. (Md.)	Sept. 20	Dec. 19	Jan. 1	Mar. 19	?	June 4	June 4	June 8	Aug. 28	1
Vanderbilt Univ. for Women (Tenn.)	Sept. 21	Dec. 22	Jan. 4	Mar. 16	?	June 5	June 9	June 9	Aug. 27	1
Baylor Col. for Women (Texas)....	Sept. 29	Dec. 18	Dec. 30	Mar. 18	Mar. 20	June 4	June 1	June 1	Aug. 18	1
Col. of Indus. Arts (Texas)....	Sept. 25	Dec. 15	Jan. 4	Mar. 20	?	June 1	June 1	June 7	Aug. 28	1
Eastern Texas St. Tehrs. Col. ....	Sept. 21	Dec. 23	Dec. 31	Mar. 13	Mar. 15	June 4	June 4	June 7	Aug. 28	1
Howard Payne College (Texas)....	Sept. 8	Nov. 26	Dec. 1	Mar. 6	Mar. 9	May 26	May 26	June 1	Aug. 26	1
Sam. Houston Tehrs. Col. (Texas)	Sept. 24	Dec. 18	Dec. 29	Mar. 13	Mar. 15	May 28	May 31	June 1	Aug. 21	1
Southwestern Univ. (Texas)....	Oct. 1	Dec. 22	Jan. 1	Mar. 25	Mar. 30	June 15	June 15	June 16	Aug. 28	1
University of Utah.....	Sept. 29	Dec. 19	Jan. 5	Mar. 20	Mar. 23	June 5	June 8	June 9	Aug. 28	1
Brigham Young Univ. ....	Sept. 14	Dec. 4	Dec. 7	Mar. 12	Mar. 15	June 2	June 2	June 7	Aug. 27	1
Agricultural Col. of Utah.....	Sept. 28	Dec. 19	Jan. 4	Mar. 20	Mar. 22	June 4	June 5	June 14	Sept. 3	1
Hampton Nor. & Agr. Inst. (Va.)	Sept. 24	Dec. 16	Dec. 17	Mar. 10	Mar. 11	June 2	June 2	June 16	July 23	1
Va. Polytechnic Inst. ....	Sept. 17	Dec. 22	Jan. 5	Mar. 20	?	June 8	June 8	June 14	Aug. 28	1
Univ. of Washington.....	Oct. 1	Dec. 18	Jan. 6	Mar. 24	Mar. 30	June 11	June 14	June 16	Aug. 25	1
Lawrence College (Wis.).....	Sept. 24	Dec. 18	Jan. 6	Mar. 26	Mar. 31	June 11	June 11	June 7	Aug. 27	1
Ripon College (Wis.).....	Sept. 24	Dec. 18	Jan. 4	Mar. 20	?	June 7	June 15	June 15	Aug. 21	1
University of Wyoming.....	Sept. 23	Dec. 23	Jan. 4	Mar. 12	Mar. 23	June 11	June 8	June 14	Aug. 27	1
Baylor Univ. (Texas).....	Sept. 22	Dec. 14	Jan. 14	Mar. 11	Mar. 11	June 2	?	June 7	Aug. 20	1

ent arrangement of the college calendar? Are the days and the hours outside of the working period used to advantage? If they are, we should obviously make no change. If not, the subject should have our attention. Modern life demands the elimination of waste, not only of materials but of time.

**President TUTTLE:** We have about four minutes in which we can have a short discussion of Mr. Bright's paper.

**Miss SMITH:** I am wondering whether any college which has two sessions has been conscious of the waste of time in the break that comes between sessions. I wonder if we might not make a summer vacation more fruitful for those students who otherwise might spend their time in idleness by having some course in the winter requiring additional summer reading. That is done in some other institutions and in that way we might get the students into the habit of studying while not attending classes.

**President TUTTLE:** Can anybody answer Miss Smith's question?

**Mr. ARMSBY:** At the Missouri School of Mines we tried closing the year near the first of May, thus enabling our boys to work in the summer time; but we discontinued the plan because it threw us out of step with the majority of the other institutions, particularly the high schools which graduated students about the end of June. That was the only reason we changed back to the normal calendar.

As to the requirements for summer work, our situation is somewhat different. In our engineering school we require our students to present evidence of practical engineering work during the summer.

We have no time set aside for final examinations. If the instructor decides to give a final examination, he is at liberty to do so, but must do it in his regular class period. He can take as many of those as he wishes and can put the entire last week or two weeks of the semester in an examination, if he so desires, if it does not interfere with the work of other instructors by having the special time set aside for his examination.

**President TUTTLE:** I wish to remind you of Mr. Gillis' school which will be held in this room at 7.30 this evening.

**Mr. GILLIS:** How many of you wish to go to the show tonight? Suppose we have a session from 7.15 to 8.15? Various subjects will be taken up, "Freshman Week," "Registration Procedure," experiences of people having photographs of the permanent records of students, the question of expense and the simplest way of handling it, etc. We will have several matters which will be brought up and we will meet at 7.15 instead of 7.30.

Mr. LAMKE: May I state that the Auditing Committee will meet immediately after this session?

President TUTTLE: We are now to have another paper, which will be presented by Mr. Hoffman entitled "Office and Filing Equipment of Service to the Registrar." This will consist of a paper and demonstration.

Mr. HOFFMAN: We are to have an exhibition by a representative of the Kardex Company, which handles practically all of the visible filing systems at present in use. We have used it at Penn State for a considerable period of time.

## MECHANICAL EQUIPMENT FOR A REGISTRAR'S OFFICE

### INTRODUCTION TO DEMONSTRATION

By WILLIAM S. HOFFMAN,  
*Registrar, The Pennsylvania State College*

Last year, at the meeting of our association in Boulder, one of the most interesting papers presented, in so far as my opinion as a tyro at the very enjoyable game of being a registrar was concerned, was that presented by Mr. Charles H. Maruth, Assistant Registrar of the State University of Iowa. Mr. Maruth pointed out that his paper was inspired by the following statement made by Dr. Charles H. Judd at the meeting of this association at Chicago in 1924: "It is my judgment and I am sure that it is the judgment of all who are acquainted with university problems, that much information which now lies unused in college and university records could be made very telling if these facts could be formulated in such a way that generalizations could be easily drawn from them. This means that miscellaneous records of the registrar's office ought to be worked up in good statistical form."

At the same Chicago meeting, Mr. R. N. Dempster indicated that the three elements which defined a laboratory are "the data, or materials to be investigated, the apparatus or technique for handling the data, and the investigators who

have the courage to go whither the facts may lead"; and he applied the term laboratory to the registrar's office. In the words of Mr. Maruth, our offices are, as Mr. Dempster's definition implies, strong at the ends but weak in the middle.

I can add nothing to Mr. Maruth's paper in the way of further description or explanation. I can hardly tell you how often I have read it, even before I was requested to conduct this demonstration. When President Tuttle asked me, a la questionnaire, for suggestions as to this Minneapolis meeting, I spoke right up like the youngster in "Helen's Babies," and asked to see the wheels go round. Mr. Maruth has told us and has told us well. I hope now to be able to show you, by actual use of the apparatus, what he has so ably described.

Just one word here on my questionnaire. I had the machines, through the kind offices of the companies here represented, and President Tuttle provided the necessary courage, by asking me to do what I thought needed to be done. I seemed to lack what we all have tons of—data. My questions were selected almost at random. Questionnaires come thick and fast before our meetings; yet I had a chance to be first in the field. My thanks are due to you for your very prompt and complete response.

Three companies have sent apparatus and operators for the demonstration. I mention them now, in the order in which I shall present them—first, The Kardex Rand Company, recently consolidated with the Library Bureau, Safe Cabinet and Globe Wernicke Companies—second, The Findex Company—and third, The Tabulating Machine Company.

Before I begin the demonstration I must inform you that I shall be the most interested observer. I hope soon to convince my Comptroller, back in State College, that although I do have Kardex, I still need some mechanical assistance in tabulating. Again may I quote from Mr. Maruth? "Most institutions are called upon to furnish data not only concerning the numbers of students registered, but also with vital and personal statistics concerning such students. For example, at the University of Iowa, a yearly report is made to

the State Board of Education of the student enrolment, the geographical distribution of the student body, their ages, their church affiliations and their parents' occupations, each of these classifications being subdivided as to the sex of the student and the college in which he is registered. It is virtually impossible to deal with such classifications in any institution where the student body is large, by the hand check method, and obtain the same totals of students."

I wish to present a little evidence of my own in corroboration of Mr. Maruth's statement. Just before leaving for this meeting I completed the summary of enrolment for our catalog. My distribution by courses, and classes is, I believe, correct, with an enrolment, during the regular sessions of this academic year, of 3885, divided among our thirty-six different curricula. My totals checked with those furnished by the Treasurer. The distribution by counties in Pennsylvania, and by other States and countries was then attempted, not with the same cards as those used for the course distribution, but with another coupon from our blanket form. The nearest we came to 3885 was at the end of the second count when the total reached 3892. We never came closer and we made the count three times. Finally I added here and subtracted there and sent in my copy. Since I have been Registrar I have never published a perfect geographical distribution. One of the commonest causes seems to be that a family may move across a county line sometime during the college year and cards are filed during the first semester in one county and during the second semester in another. Again, June Rogers from Allegheny County during the first semester, is not associated with Mary J. Rogers from the same county, during the second semester. I hope to see the day, however, when totals for all distributions will be equal.

After I had consented to undertake this presentation I became somewhat alarmed like the fighter in Virgil, who discovered himself smiting "the soundless air." I feared that my desire for a sight at revolving wheels might be purely personal and local. But on re-reading the discussion follow-

ing Mr. Maruth's paper I found that the University of Illinois performed this important part of the registrar's duty wholly on the human machine. The University of Southern California, the University of Missouri, the Michigan State Normal College, and the Ohio Wesleyan University were apparently interested in mechanical sorting assistance, but were obliged to work without it. Our Secretary, Mr. Quick, in a recent letter writes as follows: "Personally, I am in favor of devices that will make for speed in the compilation of statistical data, but up to the present time I have not been able to locate any machine the operation of which does not involve the employment of a clerk who is almost an expert. I have had access to a Hollerith machine, but when I made inquiry concerning its operation, I found that it would be quite necessary that an expert card perforator be employed. I was unable to find sufficient funds for the appointment of such an assistant, as my office was the only one interested in her services. If there could be sufficient work throughout the entire institution to warrant the adding of such an expert to the staff, it would certainly be worth while. I am hoping that you will be able to solve just such a problem in your little 'booth' at Minneapolis."

As Mr. Quick indicates, interest alone is no reason for installing valuable equipment. But if the work can be done more quickly, and without addition to the staff, and within a budget already straining to burst its bonds, we then are ready to stop, look, and listen. Again I refer to the discussion following Mr. Maruth's paper. President Tuttle stated that his statistical tables were prepared by two clerks on three-fourth time, at a total cost of \$2,200. The University of Illinois has an undergraduate enrolment "at Urbana" of approximately 9000. Mr. Maruth, at the State University of Iowa, with a "campus" student body numbering slightly over 7000, states that his item for the same chore was about \$600, pointing out, however, that his office co-operated with three other departments in renting the sorter. From this bit of discussion I assumed that the work could

be done more cheaply, but the problem of shoe horning the rental for the tabulating machines, or in the case of the Findex system, the initial cost of installation, into my crowded and groaning budget has been one that I have not as yet been able to solve.

I am firmly convinced, however, that the question of cost has not been properly analysed at the institution I represent. I do a great deal of clerical work at the times when we make our various student analyses. All of my free time for the first six weeks of the second semester was spent in assisting in the making up of various tabulations. While doing this clerical work my other work naturally suffered. Many things were left undone that should have been done. That most valuable treasure in any registrar's office—time—was spent lavishly on details that should have called for a much smaller expenditure. Perhaps with the installation of mechanical assistance, as my predecessor Professor A. H. Espenshade, whom many of you remember, often said, we shall not be like an Egyptian mummy—pressed for time!

President TUTTLE: The hour is late and I will therefore adjourn this session of the convention. We are to be the guests of the University of Minnesota at luncheon which will be served at 12.15 p. m. in the ballroom of the Minnesota Union. After luncheon we shall have the pleasure of an address by President Coffman.

Address by Dr. L. D. Coffman, President, University of Minnesota.

Dr. COFFMAN: If there is any group to which I would rather talk than a group of college presidents it is the registrars of universities. I think that every one would have considerable sympathy and fellow-feeling for one who is engaged in administrative work in some other capacity in the institution. If I were organizing a society for college supporters, I would include the comptrollers, the deans, librarians, registrars and the presidents of universities. If I were going about preaching the life hereafter to any particular

college group, I would preach it most vigorously and industriously to this society. I think they would appreciate it more than the professors would.

I could take advantage of this occasion to talk to you about some of the things that are of interest to us at the University of Minnesota, but I feel that that perhaps would be improper. I felt that a little discussion about the registrar's office from a layman would not hurt anybody and it might be a good thing for us to see ourselves sometimes as others see us.

Assuming that no one else on the program has said anything about the registrar or the registrar's office, I have prepared a discussion as to what seems to me to have been the function of the registrar a generation ago, what it has already become, what it may become in the near future.

#### THE REGISTRAR: A PROFESSION

By LOTUS DELTA COFFMAN,  
*President, University of Minnesota*

For years the position of registrar in a college or university was merely that of a glorified clerkship. The chief duty of the registrar was that of keeping an accurate record of the grades sent in by the various officers of the staff. It was his business to accept these grades and to record them whenever they were received; he had no power over the time when they should be received and little over the form in which they should be submitted. As a matter of fact the registrar was not supposed to be a highly intelligent person; he had nothing to do with the determination of educational policies; to have assumed the initiative in the solution of some important teaching or administrative problem would have been a case of *lèse majesté*. He did what he was told to do and when he was expected to do it, and without a murmur. He was a nice, inconsequential officer, without ideas and without power. He had no standing with the faculty because he was not a scholar. He had some standing with the administration because he furnished it with the figures showing the growth of

the institution--figures which could be used in public addresses and in campaigns for additional funds.

Little or no attention was paid in those early days to the mortality of the college student. Hardly anybody failed. There was no threshold of college work. Students fresh from the graded schools were admitted to college. Others who had had training in the academy, the forerunner of the high school, were admitted. The freshman class presented a far more difficult problem so far as the previous training of its individual members were concerned than the present day freshman class presents. In those days the college was interested in numbers. All those who applied, or practically all, were admitted. Indeed, the representatives of the institution went out in the highways and by-ways and sought to lure students in. It was not considered unethical for the president, personally, to solicit students. Even the members of the faculty did not hesitate to do so. Advertisements and circulars, some of which according to present day standards, would be regarded as lurid, were published. And when the students came, they didn't fail. They weren't allowed to fail. An instructor who failed any considerable number of students, would not have been reappointed and if he had gone about boasting about the number he sent home because they couldn't do "his" work, he wouldn't have lasted to the end of the year. Those were the days when the institution was expected to discover what the individual's capacities were, and to deal with him accordingly. The slow student wasn't sent home at the end of a quarter or semester or year. He stayed on sometimes five, six, or seven years, plugging away and playing on the football team every year.

But why enlarge upon the picture. There are those of us who know that those were happy days. There was little or no money to fight for; no one thought about reducing the size of his class, on the contrary he was always trying to hold those that he had and to get more; five hundred dollars a year for books would have been a godsend,—well, what's the use to dwell on these memories? The days when college

problems were simple and the registrar was a nonentity and happy that he was such, are gone and gone forever.

It is clear that we are living in a new era and that the transforming processes of civilization have wrought their work gradually but surely. Life has become increasingly more complex. Its problems have grown in number and variety. The modes of thought which served us so well in the days when life was simple and its problems easy of solution, no longer serve. The comfortable academic atmosphere which, in early days, paid no attention to standards of admission, little to credits, none to honor points, or length of residence of the student, but made every effort to discover talent and to awaken it—does not exist unmodified anywhere any more.

What is it that has changed this situation or point of view? There have been several factors, in my opinion, that have helped to bring it about. Among the factors which I would elaborate in case there were time, are: (1) the growth of the schools; (2) the increase in cost. But these factors are not the fundamental factors. They are merely the immediate and obvious evidences of the changes that have been occurring. We may quickly dispose of the second factor, cost, for no one who will carefully study the situation will maintain that we are unable to support higher education and to do it liberally.

And as far as the number of students attending college is concerned, does the campaign for limiting registration of students mean that the increase denotes the decadence of American civilization? Has something happened to these institutions of higher learning that makes them undesirable except for a few specially gifted persons? Is America in any less need today than she was fifty years ago of democratizing and spreading learning? Does the average citizen know enough and can he acquire enough knowledge from the contacts of daily life, to qualify him for the duties of life? Or have we discovered that thousands whom we hitherto have believed to be profiting by a college education, were really not profiting by it, and that the time and energy spent on them was useless, and that they and all their kind should

either be prohibited from entering college or should be sent home as soon as possible if by any chance they should get in? Shall education hereafter be a gift to the elect and government be administered by the chosen ones of a special class? Has education as traditionally conceived proved a failure and is "mass" education a menace?

Without doubt our educational institutions are feeling the impress of two conflicting movements. One is represented by the increasing thousands who are sending their children to college with the hope and in the belief that it is a good thing. Somehow or other they realize that they don't know how to dispose of many of the questions with which they are faced and they hope the college will teach their children how to solve these problems. Furthermore they are influenced by that great American tradition that they must do better for their children than their parents did for them. They still have such an explicit and abiding faith in the virtues of education, that if the existing colleges do not provide for their children as they think they should, they propose to and will establish other colleges. In the states where the state universities flourish, it will mean that some of these new colleges will be established and maintained at state expense. So far as the great body of the people is concerned, I believe one is safe in saying that they were never more insistent upon higher education than now and that they regard the increase in registration in college circles as a favorable rather than as an unfavorable sign.

The other movement which is making its impress upon the thought and policy of our higher educational institutions is represented by those who maintain that too many are going to college, that there should be rigid selection at entrance, and relentless elimination of the unfit after entrance. They maintain that college standards are or should be beyond the ability of the masses to attain. Higher education with them is for the elect. They call attention to the fact that the standards of higher education have been raised as public education has become more universal and life more complex.

They show that many if not practically all of the subjects once taught in college have been eliminated or if not eliminated, have been so completely revised as to be unrecognizable by their progenitors. And furthermore they point to the new scientific instruments now in the hands of college authorities for the detection of ability and the classification of college students.

The impact of these two points of view centers at the university or college and multiplies as well as intensifies its problems. Whichever point of view the institution adheres to makes an enormous difference to it, for each has its influence upon the attitude of the faculty in relation to every aspect of the university's work and its activities. One emphasizes the democratization of learning, the other aristocracy of intellect. One thinks of its obligations to society in terms of the welfare of its students; the other thinks of its obligations to society in terms of its curriculum. One keeps the doors of the institution wide open; the other closes them. All questions of admission, classification, elimination, progress of students in the various fields of learning, the contacts of the institution with its constituency, and both the bearing and the presence of the extra curricular activities upon the institution's work, are colored and determined by the dominance of one point of view or the other.

This is not the time nor the occasion for me to express my personal opinion as to which, if either, of these points of view will eventually prevail. As a matter of fact I do not think either of them will. The truth, I believe, lies somewhere in between. I am primarily concerned at this time with the existence of these conflicting opinions and with the bearing they have upon the office of registrar, for the registrar has become something more than a recording officer. His position carries with it today responsibilities and opportunities which it did not formerly possess. To his office is now usually assigned the duty of rating institutions from which students are transferring. Only a few years ago this task was performed usually by a committee of the faculty, but the number

of students transferring from other institutions of learning and the number of institutions from which they transferred so increased and the checking involved so much time and labor on the part of the faculty committee, that it willingly gave the work over to the registrar's office. This is no mean task and it certainly is a great responsibility. The business of the registrar as a rating officer is not to keep a student from getting advanced standing nor to close the door, but rather to see that the student clearly gets all the standing he is entitled to. If the work is done and done well, students will not suffer because their work does not fit with nicety and exactness into some one of the required programs; on the contrary, they will be given every opportunity to fit into the new program without loss. We long ago discovered, although I fear rating officers have not yet universally accepted the fact, that the preparatory value of most subjects of study is a delusion. It is not necessary to know Caesar to study Cicero; it is not even necessary to know solid geometry to study trigonometry; it is not necessary to know ancient history to study American history. Most, but not all, of the prerequisites set up for entrance into given courses, will be found to be unnecessary if they are removed. The best and practically the only reason for having them is that the faculty accepts them as a device that insures a liberal education. Sometimes the faculty insists upon rigid adherence to its rules with reference to prerequisites. But a registrar is in a peculiarly favorable position, in view of the fact that his office passes upon the student transferring, to demonstrate in a practical way that students are entitled to standing on the basis of achievement, maturity, intellectual alertness, and application. In other words if he interprets the rules literally and then grants the students reasonable opportunity on the basis of these qualities and if the students succeed, the faculty will become more liberal about the matter.

A registrar is more than a recording and a rating officer. In a sense he sits at the center of the university's administrative life. Students come to him to inquire about their

grades. Representatives of the faculty call to check the standing of students. More comments are made in the Registrar's office about this or that instructor, this or that department, this or that policy than are made anywhere else about the university. A discreet registrar, of course, knows how to sift the truth from the various remarks that are made in his office. He is not exactly like a policeman to whom one tells his troubles and yet he hears many of the troubles of the student body and not a few of the staff. It is just here that he ceases to be a clerk and begins to be a true educational officer. He finds it possible by sympathetic consideration to help many a student over a hill of difficulty, to point out to him the error of his assumption and to direct him to the right person so as to insure the solution of his problem. A registrar's office that feels that its business is to deal with students officially and only officially, that it is its business to see that rules are applied and imposed in a literal manner, that it is its business to regard the student purely as an impersonal rather than as a personal being, will never quite rise to the height of its possibilities. Students must be treated like human beings if good will is to prevail. Rules are made to be broken in the interest of progress. When rules work injustice and the registrar is too timid to be just to the individual, he should protest against the injustice of the rule.

The registrar also has an opportunity of a very unusual sort as a guide and mentor to the faculty. If he fully encompasses his office and appreciates its possibilities, he will not be a mere creature subordinate to the faculty. He will, on the contrary, be a leader of the faculty. This leadership can be expressed in at least two ways, one is that of defining many of the problems which the faculty has relative to administrative matters that relate to the life and progress of students; and the other is that of anticipating many of the questions which the faculty is likely to raise later on. There is one other respect in which the registrar may serve a faculty and perhaps may exercise some leadership over it. As I have already indicated, he may point out to the faculty the injus-

tice and unfairness of certain regulations which may have been adopted or he may call the attention of the faculty to the need of new regulations. In every case, however, he should keep in mind the needs of the students rather than the ease of administration. The great danger from which all our educational institutions are suffering or are likely to suffer is a strict and mechanical adherence to rules. If the registrar will keep a human accounting of the special cases that come to his office which call for a variation of rules, he will be laying the basis for a more intelligent and discretionary administration of them.

The faculty has many questions which still exist largely as questions, in other words, questions that have not yet been raised to the level of problems. For example, the faculty may say that the students coming to our colleges and universities today are more stupid than they were a generation ago. The registrar may ask, How do we know that they are more stupid than they were a generation ago? By what means can we determine whether this is true or not? It is possible of course that the means may not be available but the records which the registrar is keeping today will serve as a basis for such a comparison thirty years from now. Someone associated with the registrar's office or someone in the faculty who may be stimulated and assisted by the registrar's office, should attempt to find out whether it is true that we have more stupid children in college than formerly. There is a very considerable number of persons who believe that it is not true. As a matter of fact they think that the general average of the intelligence of college freshmen is higher today than it was thirty years ago. It would seem that we should find some basis for our conclusions other than mere opinion. Some of the severest critics of the present day student body were not teaching thirty years ago,—as a matter of fact some of them were not old enough to be in the primary grades of the public schools at that time. The answer to this question would make a vast difference in our administrative procedure.

There is not a registrar here, I suspect, who has not heard

some representative of the faculty say, the students who come from the high schools today are more poorly trained than formerly. If this be true, certainly the high school authorities do not admit it. Now how well trained were the high school students a quarter of a century ago? It is true that there has been a considerable growth in secondary education in the last thirty years? Has this spread and development of the high schools and the expansion and enrichment of their curricula really meant a lowering of the quality of instruction? There is abundant evidence to show that the quality and training of the teachers has been raised very materially in the last twenty years. If instruction has grown poorer as the scholastic and academic qualifications of teachers have been raised then we certainly are facing the horns of a difficult dilemma.

One of the commonest criticisms perhaps is that there are too many students in college. What determines whether or not there are too many? If any considerable percentage of them are too stupid to do college work, then of course there are too many. If a considerable percentage of them have been so poorly taught that they cannot recover from the bad teaching, then again there are too many. But if neither of these things is true, what is the basis of determining whether there are too many? Are there too many entering medicine, too many entering dentistry, too many entering nursing, too many going into teaching, too many going into social work, too many being trained for business, too many trained for agriculture, too many receiving a liberal education? Shouldn't there be some study and inventory of this matter made? Shouldn't the faculty be encouraged to make such studies before it commits itself to a program based upon mere opinion and prejudice? Although we say that college faculties are composed of scientific men, that we do what we can to promote scientific interests among them, it is nevertheless true that when they come to the consideration of questions like these, their attitude is frequently unscientific. It would seem to me that the registrar's office should find ways and means

of keeping the faculty thinking on the scientific level with reference to such problems.

Then again we hear members of the faculty making excuses for what they call the poor work of their students; excuses in this instance that may really reflect upon the administration of the institution. They say for example, that they could do better work and get better results from their students if their classes were not so large. How large should a class be? Has anyone determined this? All of the studies that have been made thus far have shown that the size of the class is no index of the achievement of the student. Yet apparently we are not willing to accept this statement. Requests are continually being made of the administration for increases in staff, to add new members to the staff on the ground that there are too many students in the classes. In the past when we tried to determine the proper sized class, we tried to find the smallest class that would give the best results. But all of the studies show that we probably should have been trying to find the largest class that would give the best results. If the size of the class is no prophesy of the achievement of the students then knowledge to this effect would have an enormous bearing upon the construction of new buildings and upon administrative procedure. I can readily imagine that instead of large numbers of small class rooms one would have a considerable number of large class rooms.

Again we should like to know whether there are some subjects in which the classes should be smaller than in other subjects, and if some aspects of a given subject do not call for smaller classes than other aspects of the same subject. Here is a fundamental problem and a far reaching one. The registrar has in his office the grades of classes ranging back over a number of years. It will be interesting to have these grades checked to see whether the size of the class has actually made any difference in the achievements of students. This of course would not give as satisfactory an answer to the question as a try-out of classes of different sizes under controlled conditions, but at any rate it would be a good start.

Has any registrar here ever heard any member of the faculty say that students are engaged in too many extra-curricular activities and that they spend too much time on them? How does he know this to be true? It may be true of certain individuals but is it true of the student body generally? What have the studies that have been made thus far shown with reference to the achievement of students who are engaged in extra-curricular activities as compared with the achievement of students who are not engaged in extra-curricular activities? What do the facts show at your institution? Are there figures to be made available for this year and last year and several years back? Would it not be possible to check the achievement of the representative groups of these students—five, ten, and even twenty years after graduation? There is a movement in the public schools for the organization and recognition of the extra curricular activities as a part of the educational program of the institution. The public schools are making them pay in the life and experience of the students. In most of our higher institutions of learning, however, there has been little or no conscious organization of these activities. The students have multiplied them as they saw fit, and there has been no constructive program. Nevertheless in spite of this fact it would be very interesting to determine the correctness of the statements of the faculty representatives. Perhaps some of the activities are non-educative. Perhaps the students who are engaged in them do not compare favorably scholastically with the students who are not engaged in them. The question is not who knows but how shall we find out.

And so I might go on and on pointing out questions relating to the mortality and elimination of students, to the progress of students in the various curricula, to devices which the institution has introduced for the acceleration of students, to the benefit of honor societies, of honors courses, of the honor point system, and the like. The questions which are raised in connection with such matters as these call for investigation. They call for a reserved judgment. They ask for facts. No

one has formulated these problems. The registrar, however, is in a strategic position to do this or to help to do it. His office should become a center for a continuous survey of the educational work and administrative procedure in the institution. If his office does not actually carry on the survey it could and should define many problems and it should stimulate other agencies to work upon them.

It is not enough for the registrar to attempt to define problems which grow out of questions which faculty representatives ask. It is a part of his business, in my opinion, to anticipate these questions. He must bring his imagination to bear upon them. He must be an educational leader and a research officer. He must recognize that the man who anticipates the questions which the faculty are likely to ask will become the leader. By the use of abundance of information which he is in a position to acquire, the charts and slides which he may prepare in describing various situations in the institution, and the clear definition and outlining of problems which strike at the heart of the administrative organization of the institution, it will be possible for the registrar to greatly magnify his office and at the same time to serve the University in new and profitable ways.

There is one thing which I think your association might accomplish. I am of the opinion that a number of these questions and problems cannot be solved very satisfactorily by one institution working upon them alone. It seems to me that an association of this kind should outline some cooperative studies and should attempt to carry them out. If they require cooperation on the part of the faculty or faculty groups, every effort should be made to secure that cooperation. There is a study which the North Central Association has made this last year of failures of college freshmen. The attempt was made to relate these failures to the high schools of varying sizes from which the students had come. This study needs to be extended. We are much more interested, of course, in knowing the failures in the various subjects and why these failures occur. You will find in some institutions

that there are certain subjects in which the percentage of failure is high, while in others it is low. We should like to know the reason for this. We should like to know the relationship existing between the failures and intelligence tests of students in general and in various subjects in particular. What a fine thing it would be if there could be some objective tests prepared which might be used in a cooperative way in ten or a dozen more of your institutions.

Further elaboration of the general program for a registrar's office is, I think, unnecessary. I have tried to make it clear that, in my opinion, he must rise to a new level and must have a new type of training appropriate to that level. He must be one of the chief educational officers of the institution. He must not be a follower—he must be a leader. He must not merely do that which the faculty may wish him to do—he must point out to the faculty the way in which it should go. From the standpoint of ability, insight and leadership, he must be fully the equal of the leading members of the faculty. He must exalt and magnify his office. Although he teaches no classes he will nevertheless be a teacher. Although not employed as a director of research, he nevertheless must stimulate and direct research. Clear-minded, far-seeing statesmanship in the conduct of his office in relation to the function and purposes of the University, must characterize his administration. Helping to solve problems of paramount importance and anticipating issues and needs vital to the existence of the institution, he must be ever on the alert, ready to aid with their solution and sympathetic with their administration. It requires more than mere clerical and statistical ability. It has become a profession equal in dignity and standing and worth to the other professions of the university.

President TUTTLE: To President Coffman, to the University of Minnesota, to Dean Kelly and Dean Johnston, to Mr. West and his staff, the Association is deeply indebted. The debt began last spring when the Association chose Minneapolis as the place for its next meeting. It increased

immediately when the Committee began corresponding with Mr. West and his committee on local arrangements. It has reached its maximum today when we are the guests of the University at luncheon and privileged listeners to this inspiring address by President Coffman. I am sure that the Association will recognize this debt officially before we adjourn but I cannot let this opportunity go by without expressing a word of appreciation on behalf of the Association.

**Dr. COFFMAN:** I presume that greetings have been properly extended to this Association by Mr. West, the registrar of the University of Minnesota. I would like to add my words of welcome to what he may have said and to assure you that we feel that the honor is all ours rather than yours, that it is a great privilege to have you here at this institution. The library and the administration building in particular are open and ready for your visit this afternoon. If there is any other way in which this university can serve your comfort and pleasure and happiness while you are here, do not hesitate to ask Mr. West. He never hesitates to ask for things himself and will be glad to be your spokesman.

**President TUTTLE:** Immediately following this meeting the convention photograph will be taken on the steps of the Music Building. I understand that in all probability the pictures will be in the Registrar's Office at the time of the reception this afternoon. Copies of the picture may be had at one dollar per copy. Orders will be taken in the Registrar's Office. Numbers will be put upon the photograph and every member of the Association is requested to sign his name after the proper number on the photograph.

After the picture has been taken we shall return to this building for the group sessions. Institutions enrolling less than 1,000 members will meet in Room 211, where Miss Bessie Weirick, Registrar of Beloit College, will be in charge. Institutions enrolling from 1,000 to 4,000 will meet in Room 101, where Dr. Thomas J. Wilson, Registrar of the University of North Carolina, will be in charge. Institutions

enroling more than 4,000 students will meet in Room 103, the session in which will be in charge of Mr. E. J. Mathews, Registrar of the University of Texas.

At the close of the group meetings there will be an inspection of the administration building of the University and a reception and tea in the registrar's office. This will be given by the members of the registrar's staff and not by the registrar,—as was erroneously reported in the newspaper. Cabs will be ready for return to the city at 5.30 this afternoon.

The meeting this evening, presided over by Mr. Ezra L. Gillis, will be held in parlor N instead of the room that we have been occupying on the mezzanine floor. The meeting is called for 7.15.

## GROUP MEETING

### INSTITUTIONS OF ENROLMENT OF BETWEEN 1000 AND 4000

THOMAS J. WILSON, Jr., Chairman  
*University of North Carolina*

Ladies and gentlemen:

This group of registrars is supposed to be made up in general of representatives of institutions with enrollments between 1,000 and 4,000 students. Of course, it is expected that occasionally an individual will prefer to meet with a group other than his own special group, and that is all right. If any of you would prefer to meet with any other group you may feel at liberty to do so.

We are here today for the discussion of problems or questions that apply particularly to institutions of the size indicated. About a week ago—well, slightly over a week ago—I had a telegram from Mr. Tuttle, the president, asking if I would take charge of this group. That was followed by letter in which he stated the reason, namely, that Mr. Julian, who had been assigned, was unable to come. That makes it necessary for our discussions to be entirely informal, as there was no opportunity for me to get into communication with you, or for you to know to whom to send suggestions concerning the nature of our program. There is no set program for the discussions. The most helpful discussions that I have ever attended were those in which each individual felt perfectly free to express himself or herself about matters of concern, and to present for discussion topics in which he or she might be interested. Therefore, I think we shall begin very informally by asking some particular individual to suggest a topic for our consideration. Mr. Gannett, would you mind opening our session with some proposition in which you are particularly interested?

MR. GANNETT (Maine): Mr. Chairman, the thing that interests me most, is the fact that there are probably registrars here for the first time, and I know just how they feel, because I had the same experience and the same sensation in 1913 at the meeting at Salt Lake City. I feel inclined, therefore, to afford an opportunity to the new registrars to unburden their minds and have their questions answered.

MR. STONE (Purdue): I should like to know how the personnel offices are handled in other institutions about our size. We have about 3,000 students. I would like to know whether there is a separate personnel office, or whether it is subordinate to some other official on the campus.

THE CHAIRMAN: Mr. Stone wishes to know how many of the institutions here represented have the personnel records of the students handled in the office of the Registrar. How many keep personnel records? Fifteen institutions keep personnel records, according to the show of hands. In how many of those institutions is this work done in the Registrar's office? There are four hands raised. In how many is there a separate official charged with the duty of keeping personnel records, someone such as the Dean of Students, or like officer whose special duty is to keep personnel records?

MR. STONE: Have you explained what is meant by personnel records? I mean, by the term "personnel record," information in regard to a student's personality. At Purdue we have a complicated system of blanks. I do not have anything to do with it. It is gathered from anybody who knows anything about the student. It is of value particularly in placing the students, during and after their school careers. That is the sort of record I have in mind.

THE CHAIRMAN: With that explanation we might take the first show of hands over. In how many institutions are records of that sort kept?

MR. DONOR (South Dakota): Does that mean that these are records that you must get from persons other than the students—from people who might know them back home?

MR. CALDWELL (Georgia): Does that mean all students, or just junior or seniors?

THE CHAIRMAN: It might apply to some institutions, but to others it might apply in another way. Now let me count the hands again, whether such records are kept. There are sixteen. Now will you indicate by holding up your hands in how many cases this work is carried on in the Registrar's office? There are three. How many institutions have this duty performed by some officer such as the Dean of Students?

MR. STONE: That is the point. It happens to be a live question whether there is a personnel officer whose sole duty it is and who has the same rank or title as the dean.

THE CHAIRMAN: Are there any institutions at which there is a special officer charged with the duty of securing personnel data and in keeping such records? One raises his hand. What institution is that, please?

MR. WILSON (Montana): We have a system where the records are kept by the dean of men and dean of women. They are personnel records, and kept quite in detail, but none of the work is done in the Registrar's office.

THE CHAIRMAN: Two institutions, then: Smith College, and Montana State College.

MR. STONE: Mr. Wilson would you mind specifying what information you have on your card?

MR. WILSON: I do not prepare the blanks, and it would be difficult to explain the information that is secured. I happen to know as far as the men are concerned. I do not know how Dean Herrick, keeps records for women. As regards the men, information is secured through the various instructors on such matters as personality, character, etc. They are kept quite in detail along that line. In addition to that the Dean of men secures information from the principals of high schools and from parents. To just what extent they procure this information from the outside I cannot say, except that I do know from these sources, detailed information is obtained and kept on record.

THE CHAIRMAN: Would you tell us whether or not you have periodical reports from all the instructors any given student may have worked with?

MR. WILSON: Those are secured usually from the student when sent from the junior to the senior year.

MR. CALDWELL (Texas): That brings up something I am interested in right now. Just before I left, I finished the preparation of the reports that go out to the various instructors. In Georgia we have a newly organized College People's Bureau financed by public-spirited business men. The purpose is to place students. That is a fine thing, but it necessitates a great deal of work by the registrar. We have about 300 men in the senior class. That means that we must take the responsibility of getting ratings. I have to get ratings on ten or twelve subjects, and I have to prepare for this one job about 30,000 cards, and they must be averaged. It is an enormous job, and I wish I had a more simplified way of doing it.

MR. CALDWELL: We can assume, then, that in other institutions it is handled in the office of some other officer?

THE CHAIRMAN: I take it for granted that that is true.

MISS SMITH (Wellesley): At Wellesley we have a Personnel Board, of which the president of the college is the chairman, and the Director of the Bureau of Occupations is the secretary. Now, the material for the personnel card and ratings are collected by the director for sophomores, juniors and seniors. The person who does the interviewing is a member of the Bureau of Occupation.

THE CHAIRMAN: Is there anyone else who has a system, any part of which they think may be of interest?

MR. KING: We had a paper last year from a South Carolina

man, Mr. Littlejohn, on Personnel Record, I would suggest that Mr. Caldwell see that paper, for it was splendid in every detail.

MR. CALDWELL: I did read it, Mr. King, and I agree with you that it is good.

THE CHAIRMAN: One of the particular points that Mr. King is referring to is the fact that these reports were made so easily and quickly by the system of symbols used at his college.

MR. KING: I got some assistance from Mr. Littlejohn in making up my statement, but what I am after is to get it so organized that some other officer or employee may be appointed to take it over. I cannot possibly handle it. Mr. Stone is trying to do the same thing.

THE CHAIRMAN: Mr. King, what are the characteristics of your system?

MR. KING: We have ten or twelve points. We have what I call the "pedigree card."

THE CHAIRMAN: This is part of the office record?

MR. KING: Yes, sir.

THE CHAIRMAN: But there is no attempt made to keep another record?

MR. KING: Not yet.

MR. SPENCE (Manitoba): I think in an institution of medium size it devolves on the dean of men or dean of women. I don't think my institution has any time to give help in personalities.

THE CHAIRMAN: If there are no further remarks on that subject, will some of the new members of our association tell us some point in which they may be interested?

MR. WILSON (Montana): At the present time we are very much interested in Freshman Week, and if there are other people here who are interested in that, I would like to hear about it.

THE CHAIRMAN: I can call some one.

MR. STONE: That topic is set aside especially for tonight, Mr. Wilson.

THE CHAIRMAN: The subject will be fully discussed here tonight.

MR. WILSON: I have a committee meeting at 7:30.

THE CHAIRMAN: Come at 7:15 to Parlor "M" at the hotel. Mr. Gannett will tell the story. He can give you all the points I think you need in that time.

MISS GLASGOW (Miami): We are interested in finding out whether the registrar's office has compiled a cost per student for the administration office. I realize it is a very hard to do that, because no two registrars' offices are organized in exactly the same way, but I have been able to prove to my president that we are not spending enough in the administration of our office and we should have additional help. He asked me to find out whether or

not any of the officers had compiled the cost per a student for the registrar's office, and I got that information from a paper yesterday morning.

THE CHAIRMAN: Do you wish to ask this group about the matter?

MISS GLASGOW: Yes—whether the registrars have compiled a cost per student for the administration of the registrar's office.

THE CHAIRMAN: Simply on the point of the registrar's office budget?

MISS GLASGOW: Yes, sir. For instance, if we have 1700 students, how much per student ought we allow for the administration of the registrar's office?

THE CHAIRMAN: Does anyone have any particular or definite information on that point to give Miss Glasgow? Has anyone in this group had compiled for his institution the cost per student for the administration of the registrar's office.

MR. HOFFMAN (Penn. State): I cannot answer in the affirmative, but if we do not have to define our students in anything except enrollment figures, I can easily get that information. We know the enrollment. We have a budget, and know how much has been spent in the past ten years, and it would be easy to supply the information if I were asked. We have never done it.

MR. STONE: As Mr. Hoffman has said—if this information were called for, I could get it.

MR. MACKINNON (Massachusetts Tech): For the office staff our budget is about \$40,000, and we have 3,000 students. Our total budget, for printing and everything, is about \$65,000—printing and publication.

MISS GLASGOW: In the administrative office, the registrar and staff is \$40,000?

MR. STONE: I think that what Mr. Gannett has said is true; we cannot get much information unless we specify what the registrar's office does.

THE CHAIRMAN: That is true, and whether it includes such items as printing. That might be called a general administrative expense.

MR. LAMKE (Washington): I have been interested in that subject for several years. A number of years ago Mr. Austin of Wisconsin, told me he had figured it out and that it averages about one clerk for every 500 students. The occupation of the clerks included regular clerical work, admissions, and so forth. I find, without attempting to use that figure, that my office operates on about the same ratio.

THE CHAIRMAN: Is your question answered, Miss Glasgow?

MISS GLASGOW: Yes. I thank you very much.

MR. GILLIS (Kentucky): I have given some time to the study of this question. I have tried to compare my office with other offices,

and I have been unable to on account of the difference in the organization.

Now, take the question of reporting absences. We spend about \$1,500 a year—about \$700 a year per thousand students—for recording absences. But we do more than that, and I do not know whether it is worth it or not. We get daily reports. We check up the professors, and get reports from about 96% of our professors. We grade them like we do students, and I don't know whether it is worth the expenditure or not. We have one clerk for about every 500 students—that is, in the recording department. If we could make some study this coming year, it might be very helpful. Our president has asked how much money we should spend. The only way I can suggest to work it out is for a number of us to report what absences cost? What does it cost in the recording of them. What do transcripts cost per student? What does it cost per thousand students? I would be willing to undertake an estimate.

THE CHAIRMAN: Would you like to suggest that we inaugurate a budget system?

MR. GILLIS: You can't work it out this afternoon, but if a committee were appointed it could make a study of the first semester and report it next year. It would be of very great value. Appoint some committee that would submit a schedule on which we could all make a report.

THE CHAIRMAN: Mr. Gillis suggests that a committee be appointed at this meeting to report next year on these items. Would you like to make a motion, Mr. Gillis, that we appoint such a committee?

Mr. GILLIS: I would if there are enough who would be willing to undertake the duty. I would like to have a show of hands to see if they would be willing to take part in it.

THE CHAIRMAN: How many would be responsible for making, before the next annual meeting, a report showing for the fall semester, or quarter the cost in your office of administration along three or four lines? How many would like to help?

MISS KERR: The issuing of transcripts would provide the basis for such a study.

THE CHAIRMAN: Couldn't you arrive at some fairly good idea of the amount of work for comparison?

MR. GILLIS: I have had in mind the taking of periodical samplings so we could get a fair estimate.

THE CHAIRMAN: Yes, your clerks can do that at any time and give the percentage established in one kind of work and another, if you do most of those things.

MR. GILLIS: Most of presidents want to help us if you give them some standard. Suppose you undertake to tell your president all the work you do in your office. When you got through he would think you didn't know very much, because you could not repeat it to him unless you have made some record of it.

THE CHAIRMAN: You can't sit down and enumerate all the dif-

ferent kinds of work that have to be done in your office. It can not be done unless you make a study of it, and a record is necessary from time to time. About half of the persons present have signified their willingness to help in this study that Mr. Gillis wishes, and I suppose there is no need of a motion. Mr. Gillis would you mind stating along what lines you wish this information gathered?

MR. GILLIS: I have thought a great deal about making this study. Our president has asked me what it ought to cost. I really think it costs a little more than I expected, but I present my budget along with my schedule of work, and tell him if there is anything that ought to be eliminated, eliminate it; but he never wants me to take out anything.

I know of no way to study this except by departments. I regard the per thousand students as a basis in connection with the question of absences and our different duties. If we could have someone present a report showing that recording absences costs so much, we would have something of very much assistance. When a study is made on a scientific basis and you go to your president with a report from forty institutions where a careful study has been made of the matter, you can feel quite certain that your conclusions are accurate. I have found that presidents, if you give them such information, will give you all that is coming to you. The committee would have to organize a workable plan and submit it.

MR. PARROTT (North Dakota): This work will necessitate getting together some sort of material to work on?

THE CHAIRMAN: The committee can work that out.

MR. PARROTT: Recently I secured through Mr. Wilson, a questionnaire on what the office forces in 16 different institutions were required to do. I was very much interested in the results he got and asked him to send out the replies. I had completed that just before I came to this meeting and I found that the number of students per employee ranged from 200 to 770. But the report failed to take into consideration the fact that some institutions were operating on the term plan and others on the semester plan. That is quite an element, and such factors must all be taken into consideration.

MR. KING: Would it be out of place to make a motion that Mr. Gillis be appointed a committee of one to draw up plans for making a study of the expenses in the registrar's office? I for one, will be more than willing to co-operate and do any amount of work toward such an end, and be one of the sixteen or eighteen registrars to co-operate. He has given more study to this, probably, than any other individual in this meeting, and I believe, in this connection, that he might very easily assemble for our Association information concerning the various activities of the registrar's office. I believe that he is the man to do it. He need not send it to anybody except the registrars who have agreed right now in person to supply that information. Would that motion be out of place?

THE CHAIRMAN: I will not declare it out of order. Motion has been made that Mr. Gillis be appointed a committee of one to gather

from the members of this group information along the lines that he will lay down in a questionnaire.

(The motion was seconded.)

MR. GANNETT: Mr. Chairman, we have a Committee on Research. Wouldn't it be advisable to ask their approval of this study, or work in co-operation with them? We don't want to get official disfavor. They are closely linked.

MR. GILLIS: I would make it subject to their approval.

THE CHAIRMAN: All right. This information is subject to the approval of the Associations Committee on Educational Research.

MR. GILLIS: I would like to get the names of those people here who will co-operate in this project.

THE CHAIRMAN: Please write your name and address and leave it on the table.

MR. GILLIS: Can't we pass a card around now?

THE CHAIRMAN: Why, yes. That will be all right. Now, what will be the next question.

MR. LAMKE: Mr. Chairman, we are about to retackle the problem of resectioning students in the freshman year in the College of Liberal Arts on the basis of ability, as shown during the first two or three weeks of the first semester. They will then be put into sections which will be operated somewhat differently from the regular sections in the standard courses. This has been done in some cases. I was talking to Mr. Doreas about it and got some valuable information, but I would like to hear from some others here, along this line.

THE CHAIRMAN: At the University of North Carolina we section the freshmen in the majority of the departments. I think it is becoming almost the general practice of institutions to section their English classes on the basis of ability, and make three or more divisions. We have three divisions of Freshman English arranged according to the ability of the students, which is determined by a series of tests occurring at two or three different times during the Freshman Week period. All of the Freshmen who are taking other tests at that time will take their English test at another time, and vice versa; so we get these series of tests before the classes are actually formed, and on the basis of results found these students are tentatively classified. Changes are made if necessary, but it is almost unbelievable how infrequently changes are necessary.

MR. LAMKE: I would like to ask if it is done at any institution after the semester has started?

MR. CALDWELL (Georgia): In the fall of 1924 we began the practice with our freshmen in English and Mathematics in accordance with the plan that Mr. Wilson has outlined. We found that, on the whole, it was satisfactory in English, but not so in mathematics. This was true because the average boy who has been away from algebra for a year will become so rusty on it that, if you gave him such an examination he would fail, whereas he would be able to pass if the examination were given at a later date.

This past fall we gave the introductory test in English, because by giving a second test we could find out whether the boy actually knew the fundamentals of English grammar.

We abandoned that in mathematics. At the end of the first four weeks we thought the boy had had time to become accustomed to his surroundings and we gave him a test then on the basis of the work that the boys had done in their classes in four weeks and then divided them into groups. That practice necessitated scheduling three sections. Our classes are large enough to do that. You must have at least three sections. We find that there are not very many changes.

MR. .... (Smith College): We tried one French and one English test. The department gave a French educational test. We arranged the schedules so that three or four sections met at the same time, and the students were marked on that test. Shifts were made every four weeks from section to section, according as the student showed ability. We had some difficulty. A good many of the students had not had French in the fourth year.

In English we had three or four sections at the same time and allowed a period of three weeks, within which a chance was given, and the students were re-classed and kept in that group until the end of the semester. At that time we had a freshman class of over 500 and perhaps made fifteen readjustments at the end of the semester.

MR. GANNETT: How many institutions using such a system give credit for work done in the lower sections? (There were fourteen members that raised their hands). How many of our institutions have a plan by which they put the lowest of them into sections in which credit is not allowed? (There were seven members that raised their hands.)

MR. DONER: I voted for that, but I ought to explain. We have such a system in English: the highest, middle and lowest, and in the lowest group they do not receive credit which they can apply toward a degree. That division is made at the mid-term. Those at the mid-term whom the English Department feels are hopeless go to the lowest section. They have to recite once a week oftener than the others, and do not receive credit.

MR. .... (Smith College): We cannot give a college credit for our lowest group in English or Mathematics.

THE CHAIRMAN: Your plan is to put into that lowest division those who would otherwise certainly fail?

MR. DONER: Yes, sir.

THE CHAIRMAN: You are helping them to get ready to receive credit the next year?

MR. DONER: They have to take the course later for credit.

MISS WOLCOTT (Oberlin): I would like ask about the annual reports that registrars have to make. Do they include more than bare statistics concerning graduation and enrollment and degrees and things like that? Are they printed in the annual reports of

the presidents and trustees? Are they prepared in the fall or in the spring?

THE CHAIRMAN: I suppose every registrar makes a report to the president at sometime during the year. Those reports vary all the way from bare statements showing simply numbers of students to various voluminous reports showing almost everything you can think of about the work of the institution. Your question was whether these reports when so made were of the one kind or the other, and when they are printed? May I ask those who make reports to the president on bare lines of members and divisions of your institution, members graduating and numbers in general, to raise your hands. Well, thirteen make rather a bare report.

How many of you make very full reports showing a great many other points about the university's life? For instance: about scholarship; improvement in scholarship and increase or decrease in interest in certain lines of work. How many make rather lengthy reports to your presidents? There are fifteen.

How many make no reports to their president? There are eight who make no report to their presidents.

MR. TUCKER (Texas Christian University): Mr. Chairman, I would like to ask about absences. This question came to my mind a while ago, and I would like to know two or three things. How many institutions have their absences reported to the registrar's office?

THE CHAIRMAN: Let us answer these things one at a time.

MR. DONER: Mr. Chairman, Miss Wolcott wants to ask one more question. She asked about reports being published.

THE CHAIRMAN: Oh, yes—how many institutions here represented publish their reports in complete form? Please raise your hands. There are ten hands raised. How many have their reports partially, after binding, expurgated? Please raise your hands. There are five. Now, Mr. Tucker.

MR. TUCKER: I would like to know how many of the registrars have reports of the absentees turned into their office.

THE CHAIRMAN: How many of you receive absence reports in the registrar's office? Eighteen have raised their hands.

MR. TUCKER: Now I would like this further information if I might have it. What do you do with these reports? At the Texas Christian University we have a limit of nine absences for the semester. It makes no difference what the excuse may be—sickness, or whatever it may be. And ten absences precludes the student from taking the final examination, unless the Cabinet rules otherwise. We depend upon the faculty to be perfectly honest in precluding from the examination those who have ten absences. Therefore, we have every reason for wanting the absences turned in to the Registrar's office.

THE CHAIRMAN: Your rule puts down this penalty, then, as one that is enforced if a student is absent ten times from any one class?

MR. TUCKER: Yes.

THE CHAIRMAN: He is automatically excluded?

MR. TUCKER: Yes, and no record is made on their report.

THE CHAIRMAN: Do you find that that works satisfactorily?

MR. TUCKER: The question of absences does not give us very much trouble.

THE CHAIRMAN: If the student is absent the tenth time he has a right to appeal to the cabinet.

MR. TUCKER: Yes, he can appeal to the committee.

THE CHAIRMAN: And that committee has authority to rule that he be admitted to examinations?

MR. TUCKER: Yes, depending upon his previous record. This is on a basis of three a week.

MR. DONER: Is that for any reason? Don't you excuse for illness?

MR. TUCKER: For any reason whatever. Even a football trip authorized by the university. The student is granted the privilege of receiving permission to make up the work and do additional work and have it accepted by the instructor in charge. It puts him to extra work, and he eventually gets his credits.

MR. KING: May I ask if there is any institution that lowers the grade of students because of what is called "excessive absences"?

THE CHAIRMAN: Are there any institutions here represented which practice reducing the grade of the students who is absent more than the prescribed number of times from any class?

MR. WILSON: We not only reduce the grade, but also the credits because of unwarranted absences.

Mr. LEE (North Dakota): We have a system whereby one percent is deducted from the final grade, for each unexcused absence. For a one-hour course, almost three per cent is deducted for each absence. However, we leave that to the instructor to apply, and there is some chance there, of course, . . . .

THE CHAIRMAN: Are there any institutions where the amount of credit for the course is reduced when a student is absent one time?

MR. KING: Our rule is that any absences reduce the grade, but not the credit. If the student is absent and cannot furnish an excuse he gets zero for it. Even if he is sick it will reduce his grade.

THE CHAIRMAN: Are there any institutions at which the credit toward graduation is reduced by reason of one or two unexcused absences?

MR. TURNER: We allow no cuts. We do not reduce credit. If the student has as much as one unexcused cut, it reduces grade points.

THE CHAIRMAN: I am trying to get at the matter of actual graduation.

MR. TURNER: This amounts to the same thing, because he has to equal it.

THE CHAIRMAN: I have never been able to see any relation between a student's grade and absence at all.

MR. KING: Our system reads: "A-B- and B-1." If those excessive absences are sufficient, the grade is reduced to below passing point and therefore reduces the credit. It eliminates the credit.

MR. HOFFMAN: I want to find out if there are any institutions other than my own where the registrar's office is not notified of absences.

THE CHAIRMAN: How many are there? There are twenty such institutions.

MR. GILLIS: With us the Attendance Scholarship Committee thinks very favorably of our plan. It may be because it is new. The Attendance Scholarship Committee has been authorized by the Senate to reduce for absences;—to reduce both credit and quality points. For example, if in the judgment of the committee the student's attendance record for absences is unwarranted, they may take any amount of credit or reduce the quality points.

MISS GEINTER: The point I would like Mr. Gillis to bring out is the fact that there is no rule published governing absences at all, but the student is given to understand that he should not be absent, and if he is absent, then this committee acts.

MR. KING: It seems to be very effective. They seem to know just how much will be taken if he stays away. I do not know how long it will last.

MR. STEIMLE (Michigan State Normal): The matter of absences at my institution is left with the instructors. They are reported daily, but they are handled by the office of the Dean of Women. There comes to my desk just the flagrant cases of the men. I do not work at it very hard, as I do not have the time. The instructors take care of absences.

The registrar's office is concerned in absences previous to and following holidays, and we are putting into operation the plan of automatically dismissing students who absent themselves before and after a holiday. We figure that that is a question of responsibility and bears no relationship whatsoever to the ability or the credit or grade of the student. I am not in sympathy with any rule that reduces the points or the grades or the credits. I do not think there is any relation between the two, but there is a question of responsibility. We make it known to the student that if he doesn't like us well enough to stay through, he may step out. Now, then, the question comes up, how can he get back in the class? By the payment of a reinstatement fee and by taking a double cut for each absence from the class.

MR. KERR: We have the absences reported weekly by each instructor, and our penalty provides that if a student scores on our term system now eleven unexcused absences in all courses, he is assessed one negative credit an hour. He has to do one extra hour for graduation. When we go to the semester system next year that will be a penalty of sixteen.

There is a movement on foot now to make that penalty more

severe. That is, sixteen unexcused absences will cause a reduction of one hour of credit, and the next eight a second hour, and after that each four will cause a reduction of one credit hour. Now, if the student gets over sixteen there is no further penalty until he gets another sixteen, and we think it is better to make it more difficult after the first sixteen. If an absence is excused on account of illness, certified to by a physician; or is occasioned by university business, like going with the team, the president may designate it as university business, and if he does, it is erased from the record.

MISS GLASGOW: We do not recognize an excused absence. Our dean and adviser have to be fully aware of it. There is no excused absence with us, unless the student is confined to a hospital or brings a report from his physician that he has been in bed; but for clinical treatment, or staying in bed for a headache, there is no excuse, and twenty absences deduct one hour from the credit for any given semester. These are sent to the office of the dean and recorded on the absence cards, all our office has to do with them at the end of the semester is to post them and figure up the deduction of credit.

MR. MITCHELL: How many are there where, if a student finishes a course to the satisfaction of the instructor, receiving a passing grade, he gets his credit regardless of the question of absences?

THE CHAIRMAN: More than half follow this practice, apparently, according to the show of hands. Are there any institutions represented here at which the student receives a bonus credit for perfect attendance? Four or five years ago we had a report from one institution and it was stated, I believe, that at Franklin College the system was in effect, that if a student attended every class for a three-year course he was given three-tenths of one extra credit. If he was absent more than two or three times it was reduced by tenths; so it was, apparently, a matter of arithmetic.

MR. WILSON (Montana): How many institutions make a charge where a student is absent on or before a holiday to get back into the institution?

THE CHAIRMAN: Mr. Stanley's institution has that, he says. Are there any others? There seems to be five institutions that charge a fee for reinstatement in case the student is absent just prior to or following a regular holiday. How is that fee collected, Mr. Steimle?

MR. STEIMLE: The classes are closed to the student, and if he does not come to my office, that ends the case.

THE CHAIRMAN: The student is supposed to pay the fee without any notice?

MR. STEIMLE: He will get that notice when he attempts to go to the classes. He cannot get into the classes until he has been to the registrar's office.

THE CHAIRMAN: If he does not appear the day following, when he attempts to come he is told he cannot come?

MR. STEIMLE: By the instructor. We are feeling our way on that.

THE CHAIRMAN: How many institutions have some penalty other than financial. Eighteen raised their hands. We use a penalty for absence immediately before or immediately following holidays. It is strict class probation, meaning that the student must attend to every duty expected of him in the classes or go home.

MR. STEIMLE: Are there any institutions that cut down on grades?

THE CHAIRMAN: Yes, there are some.

MISS WOLCOTT: We have the \$5.00 fee, and also the treble cuts.

MR. KERR (Arkansas): We have a penalty of four cuts. If a student misses three classes he gets a reduction of one hour credit.

THE CHAIRMAN: If he is absent one whole day, he is reduced one hour credit?

MR. KERR: If he happens to have three classes on that day.

MR. STIPE (Emery): I would like to ask about schedule making. My difficulty is that both the faculty and students object to afternoon classes. For my personal information, and to back me up when I get home, I would like to ask how many have regularly scheduled undergraduate work in the afternoons, other than laboratory work, without discrimination?

THE CHAIRMAN: At least thirty-five out of the forty-four present, Mr. Stipe.

MR. MITCHELL: How many use a Saturday full day, making a six day week?

MR. HOFFMAN: Monday is the holiday at Penn State.

MR. MITCHELL: How many have a five and a half day week?

MR. KERR: That is covered in the paper that was furnished this morning. That will come out in the proceedings.

THE CHAIRMAN: Each institution that replied is given a line on his statistical reports telling what each institution does.

MR. HOFFMAN: I am not sure that I answered the last question correctly. We have no classes that meet late in the afternoon. We have a sequence which arranges the classes in such a way that they meet in a three-hour schedule. It is once in the morning and once in the afternoon, and it is perfectly regular. We met Monday and Tuesday at eight; Tuesday at one; Tuesday and Thursday at nine, we will say, Wednesday at two, and that means that there are no sections crowding in in the morning and empty in the afternoon. Everybody does one-third of the work in the afternoon, and there is no overcrowding of any section.

THE CHAIRMAN: I should say that was almost a perfect system.

MR. STIPE: How many have the arrangement that ignores the luncheon hour, but simply runs on through the lunch hour?

THE CHAIRMAN: Five there seem to be. Classes go along without intermission from the opening hour until the late afternoon with no vacant hour.

MR. GILLIS: Twenty-three have signed their names to this list we are going to make. I have done enough work on this to know we have a very difficult task, and I am going to ask your indulgence sometime this spring or summer of permitting me to write you two or three times submitting a blank and carrying your request out so as to give this to you sometime this coming fall. So if you will give me the benefit of your conditions at home, we will try and prepare blanks that will serve our purpose. As soon as I can I will take this up.

THE CHAIRMAN: This information is to be given for the fall semester or the fall quarter, so I should think that any time between now and the first of September would be a good time to get it.

MR. GILLIS: It will take a good deal of correspondence in getting the blanks ready for the requirements.

MR. KING: I would like to ask one more question. How many registrars from women's colleges are present?

THE CHAIRMAN: About five.

MR. KING: I would like to ask how many offices are kept open during the noon hour?

THE CHAIRMAN: About ten.

MR. KING: How many of these registrars assign students to rooms for the rooming situation?

THE CHAIRMAN: How many have charge of dormitory rooms? There appears to be none.

THE CHAIRMAN: Ladies and gentlemen, the time for adjournment has arrived and I shall therefore have to declare this meeting adjourned.

#### INSTITUTIONS ENROLLING MORE THAN 4,000 STUDENTS

E. J. MATHEWS, Chairman

*University of Texas*

MR. MATHEWS: I suppose you all know how this list has been made up, because I wrote to each of you asking you to submit the problems that you would like to have talked about in this conference.

While you are glancing over them I want to take a minute to ask a vote on last one, No. 43. Conditions and postponed examinations. Given how often? Conducted by central office? How to avoid conflicts? Individual questions?

Will those who allow conditions to be removed by examination, that is, have condition examinations, please raise your hands.

(Whereupon seven raised their hands.)

MR. MATHEWS: And how many do not?  
(Whereupon three raised their hands.)

MR. LAMKE: In the case of the University of Washington, "E" is the final grade. That cannot be changed in anyway unless it has been given or recorded in error.

MR. MATHEWS: One other point, are those condition examinations conducted from one central office for the whole institution, are they held by the departments concerned through the department or individual instructor giving the examination, or are all examinations held at a stated time under the supervision of one central office? Let us take the central plan. Those that have them through the central office raise their hands.

MR. MATHEWS: And the others, do you have them given by the instructor or the department? How many of you do it that way?  
(Five raised their hands.)

MR. MATHEWS: Since we cannot cover forty questions in the time which we have let us take the first one. What is the length of the official day? In how many cases is it eight hours, Saturday excepted?

(Ten raised their hands.)

MR. MATHEWS: How many have a longer day?  
(No reply.)

MR. MATHEWS: How many have a shorter day?  
(Four raised their hands.)

MR. MATHEWS: Those having the eight-hour day, during how much of that time is the office open to the public? How many have the office open the whole eight hours?

(Ten raised their hands.)

MR. MATHEWS: How many who have the eight-hour day have the office closed part of the time?

One stated seven hours, another stated from eight till twelve and from two to five.)

A REGISTRAR: Why could it not be open from ten to three? That is similar to regular banking hours. In four or five uninterrupted hours we would accomplish as much as we now do in seven.

MR. MATHEWS: That all depends upon the kind of students you serve.

A REGISTRAR: If we had the door closed part of the time, there would be more trouble explaining why we refused to open the door.

MR. MATHEWS: That is just what would happen.

A REGISTRAR: We have this difficulty—part of our course is laboratory work and some of the students have two or three vacant hours and there are some students who find it difficult to get into the office even when the office is open eight hours a day.

MR. MATHEWS: How many keep the office open during the noon hour?

(Eight raised their hands.)

MR. MATHEWS: How many do not?  
(Seven raised their hands.)

MR. MATHEWS: It seems to me that the question depends upon the type of service that the office has to render, and the amount of service that has to be rendered to the public, the students and the faculty. In some institutions the problem is solved by means of an information bureau open at all times for service to the public.

A REGISTRAR: In the early days we did not have so many people to serve, but it is very different now.

PRESIDENT TUTTLE: This group will be interested in Mr. West's arrangements. You will notice that Mr. West has an information clerk whose desk is outside the office. That information bureau is open eight hours a day, from eight till twelve and from one till five. The remainder of the office I think closes at three o'clock but the information service is open throughout the day and the information desk is outside the main office.

A REGISTRAR: Does that information clerk have to refer to files?

PRESIDENT TUTTLE: She has access to the files.

A REGISTRAR: It is the senior clerks that I would like to have released, so that they have time for their work and that they would not be called upon to answer questions at the counter all day long.

MR. QUICK: The senior clerks at my institution have an office on the second floor of the administration building, not connected with the main office and they have regular afternoon hours for conference. There are no conferences during the mornings. During the morning they do their work and in the afternoon they hold their conferences.

MR. MATHEWS: Perhaps we have dealt with that sufficiently and I think the next item, No. 2, the relation of the registrar's office to the president's office, the business offices and other offices of administration, has been dealt with sufficiently in other sections of the meeting. My object in putting that in was for fear it might not be covered in the formal papers, but it has been covered very excellently. Questions 2 and 3 go together. Question No. 4 as to "Freshman Week," the administration of work of freshman week, will be discussed by Mr. Gillis, so we will pass on to the next.

I might ask how many have a "Freshman Week"?

(Whereupon six raised their hands.)

How many have tried to drop it? There does not seem to be anybody.

Questions 7 and 8 as to methods of registration will be dealt with by Mr. Tuttle and Mr. West tonight.

I think we can pass along to question No. 19, which is: do registrars look favorably upon photostatic credentials. What is their re-action when they receive them from other institutions? Let me ask, how many institutions use the photostat?

(Three raised their hands.)

MR. MATHEWS: How many registrars enjoy receiving such photostatic records?

A REGISTRAR: It occurred to me that perhaps there might be certain objections and yet I know that if you get a clear photostatic copy it is an exact picture of the record.

MR. MATHEWS: Have you seen them very clear?

A REGISTRAR: Yes, I have, the ones we have had are clear.

MR. MATHEWS: On those that I have seen, the print is very small and the writing is very crowded and sometimes the use of a magnifying glass is necessary.

MR. MATHEWS: How many institutions dislike to receive them?  
(Twelve raised their hands.)

MR. MATHEWS: What is the objection to them aside from their not being clear?

MR. TUTTLE: I am talking of the attitude of the people in my office. The paper is difficult to handle. It is stiff and we get records of different sizes and different shapes from various institutions and sometimes they are very difficult to read, being white on a black background. Sometimes quite a number of sheets are included. I got one the other day which included four sheets and the last sheet had nothing on it but the name.

MR. QUICK: I am glad to know that other individuals are finding that the photostatic records are not very clear. I thought I was having difficulty because of the town in which I live. The objection that I have to the reprint is that it is usually a photograph of rather cramped handwriting.

A REGISTRAR: I would say that on some of the transcripts I receive, the photostatic copies are quite clear and satisfactory.

MR. GRANT: We have to take into consideration the number of requests we get for transcripts each year. We have a call for five or six thousand complete transcripts each year, and it would take an average of fifteen or twenty minutes for each transcriber to type a copy. Then there is the question of error in transcribing, wholly eliminated by the photostat. While it has its disadvantages it has certain distinct advantages. We would like to see the method adopted by everybody.

MR. STEVENS: It must be remembered that some institutions do not carry all the record on the face of the card. In my own office we have to make an original before the photostatic copy can be made.

MR. GRANT: We cover certain portions of it.

MR. QUICK: Do you have a card that shows the entrance units of the student and also his college record on the same side?

MR. GRANT: Yes, we have the grading system. We have little printed slips. Of course, you can get all the information on the photostat.

MR. MATHEWS: We might go back to question 16 for a minute. How many institutions register students in the fall for the whole session of nine months?

(Three raised their hands.)

MR. GRANT: We do with the provision that it may be changed once.

MR. MATHEWS: Let us take up question 20, the certification of

secondary credits from senior high schools which cannot certify the work of the ninth grade. Is there any difference in the statement of entrance requirements? How many institutions, either wholly or in part, accept students on the basis of the last three year's high school work instead of the entire four?

(One registrar raised his hand.)

MR. MATHEWS: Are there any institutions who have met it in some other way?

MR. WEST: We have left the problem to the senior high schools.

MR. MATHEWS: They are doing it without difficulty?

MR. WEST: Yes.

MR. DORCAS: We have a senior certificate which involves only the three years of high school, the preceding year having been done in the junior high school.

MR. WEST: I think that the senior high school will be the intermediate step between the colleges and the junior high school. We have recognized that, and we base our actions upon the certification of the last three year's work.

MR. DORCAS: We can eliminate algebra from the requirements for admission.

MR. WEST: We never require plane geometry if a pupil wants to go into a course such as music.

MR. DORCAS: Well, I think algebra ought not to be eliminated.

MR. MATHEWS: The junior high school is not teaching algebra. We accept the senior high school report. We do not care whether it comes from the three-year high school or the four-year school.

MR. MATHEWS: Question 21 deals with fines and special fees for late registration.

MR. SMITH: We have had a check this year. We had a fine of three dollars for late registration, with the addition of 25 cents a day. We are changing that now to a fine of three dollars, limiting the period during which students can register.

MR. MATHEWS: But no increase from day to day?

MR. SMITH: It was too difficult to administer.

MR. MATHEWS: What about the late comer?

MR. SMITH: He is fined. We are considering a time limit for student enrolment.

MR. MATHEWS: What is that limit?

MR. SMITH: It has not been fixed yet; it is in committee.

MR. MATHEWS: How many of you have a limit,—a last day after which the student may not enter, in the fall for example?

(Four raised their hands.)

MR. GRANT: We have ten days in some departments and longer in other departments; it depends upon the dean.

MR. QUICK: Does this apply to all students? Is a special student allowed to come in after the time limit?

MR. MATHEWS: A student taking full work.

MR. STEVENS: As to the amount of the registration fee, ours is \$2 the first day and \$1 each day thereafter, up to \$7.

MR. MATHEWS: In how many institutions is the fee a graduated fee, so much for the first certain time and so much thereafter?  
(Five raised their hands.)

MR. MATHEWS: Does anyone begin with more than \$3 for the first fee? What is the maximum?

MR. QUICK: It is always \$5 and does not increase.

(Other registrars stated sums ranging from \$3 to \$10.)

MR. MATHEWS: \$10 seems to be the highest.

MR. DORCAS: We recognize certain reasons for which a student may be exempted from part of the fee.

MR. MATHEWS: What is your plan as to changing the course? What is your plan for changing the program?

MR. SMITH: We have a limit for changing the program.

MR. QUICK: What is the time limit in which there may be a change?

MR. SMITH: The Saturday following registration day.

MR. STEVENS: Don't you have any changes after that?

MR. SMITH: We don't permit them unless they go to the dean.

MR. STEVENS: Are there a great many of them.

MR. SMITH: No, not so many.

MR. MATHEWS: Does he not require a fee?

MR. SMITH: No.

MR. MATHEWS: Suppose he has a limit after which they may not change at all.

MR. SMITH: Yes, the basis on which he will not let them change is when they get into the course late. It is not fair to the class and changes are not permitted.

MR. MATHEWS: We now come to question 22, have any of the institutions requiring general breakage deposit of all students evolved a workable plan which obviates the necessity of refunding balances at the close of the year?

MR. SAGE: We do not make any refund during the summer. The refund is not made until the registration of the fall quarter. At registration the treasurer's office checks and mails a refund to them.

MR. WEST: Those who graduate in the spring are entitled to theirs. We require every student to put on deposit \$5 or \$10 and we keep an individual account for each student. That is kept in our office and at the close of the year we refund any balance. We

have the privilege of charging an additional fee at any time the money is exhausted. The public bank examiner, however, objected to our holding onto it if the man wanted it, because we were acting as a savings bank and if the man wanted his money after getting out of school we could not hold it.

MR. MATHEWS: Let me ask this question, in how many institutions does the breakage go into the departmental funds and how many into the general university funds? First of all, in how many does it go into the department fund?

(Four raised their hands.)

MR. WEST: This money is credited to the department but the department does not get the money unless it puts in a special request for it, otherwise it goes into the general reserve.

MR. MATHEWS: Question 23 has to do with the systematic plans for numbering courses.

MR. TUTTLE: I am afraid that we do not have anything that might be called a systematic plan. Whenever a new course is established we avoid using a number that has been used during recent years. In general, our courses are numbered 1-A and 1-B and so on up, although that is not entirely uniform throughout the list.

MR. MATHEWS: Does the serial number have significance?

MR. TUTTLE: Not necessarily so.

MR. SMITH: I think the Chicago plan is a pretty good one. They have adopted 100 for freshmen, 200, 300 and 400, etc.

MR. GRANT: We have a system where the odd numbers indicate one session and the even numbers another, although we have no definite numbering scheme. We have been concerned about it at times and yet when we got right down to it we found that the number was not so significant, after all.

MR. MATHEWS: We come to item 24, the practice respecting the announcement in catalog and schedule of courses of any given course under two or three different departments with as many different generic titles and numbers. What difficulties attend this practice as it exists and how can we overcome them.

MR. STEVENS: How many allow that practice?

MR. MATHEWS: How many have a list of courses in two or more departments?

(Whereupon nine raised their hands.)

MR. STEVENS: The tendency of our faculty is to advertise their courses in as many departments as possible.

MR. MATHEWS: Question 25. How many can give by May 10 a useful schedule for the following first semester registration?

MR. STEVENS: Why not make it for the full year?

(Seven raised their hands.)

MR. STEVENS: That question can be explained. We are able to get it by simply making a business of it. The president, the dean, and the registrar are one in seeing to that, and when you get three people working together to accomplish one thing, it will be done.

MR. MATHEWS: On question 26, in how many institutions is the entire schedule made in one office for the entire institution? Take the class schedule first. Is it made in whole or in part an issue from the central office?

(Seven raised their hands.)

MR. MATHEWS: Now the same thing on the examination schedule. Is the examination schedule made in one office for the whole institution and promulgated through one office or through separate departments? How many in one institution?

(Seven raised their hands.)

MR. STEVENS: How many do not have scheduled examinations?

MR. MATHEWS: How many have final examinations that cover more than the regular recitation period?

(Sixteen raised their hands.)

MR. MATHEWS: Now, in how many institutions is the registrar's office the one where the schedules are made—the class schedules?

(Three raised their hands.)

MR. MATHEWS: And the final examination schedules?

(Nine raised their hands.)

MR. MATHEWS: Under 27 we have to consider the number of class periods per day and what the regulations are to prevent overloading of the more popular hours.

MR. STEVENS: That is handled by a schedule committee, of which the registrar is chairman. The schedule committee gets applications from different departments for the use of the rooms at certain hours and they arrange it as it seems best, and that is accepted by the department with such protest as they usually put in.

MR. MATHEWS: Well, I see our time is up, so we will have to leave this matter; but I think we have elicited quite a little information.

(Whereupon, at 4:10 P. M. the meeting adjourned.)

## THURSDAY MORNING SESSION

Nine-fifteen a. m.

Vice-President R. M. West presiding.

President TUTTLE: There may be some here who would like to take out membership. Mr. Quick, the Secretary, will be very glad to take your membership if there are any such.

I am very glad this morning to turn over this gavel to Mr. West, First Vice-President. Mr. West, will you please assume the chair and the gavel?

Chairman WEST: The first paper this morning is "The Relationship of the State University and the Junior Colleges in Missouri," which is to be presented by Mr. S. W. Canada, Registrar of the University of Missouri.

### THE RELATIONSHIP OF THE STATE UNIVERSITY AND JUNIOR COLLEGES IN MISSOURI

By S. W. CANADA

*Registrar, University of Missouri*

To have a proper appreciation of the educational conditions in Missouri that led to the birth of the junior college movement we need to look back to the late nineties and the early years of this century. Education then was in a boom period. Institutes, seminaries, and colleges sprang Athena-like into full being in nearly every town of consequence in the state. In some of the less important towns room was found for two such institutions of the higher learning, especially if a neighboring and rival town had only one. But the satisfaction of town rivalry did not explain the building of colleges. Church rivalries there were, too. The prevailing aim apparently was not how good but how many. Each church seemed bent on blanketing the state with its

own colleges. (This point should be borne in mind, for reference will be made to it later.)

From 1900 to 1910 there existed in Missouri ninety-three institutions calling themselves colleges and, with only a very few exceptions, actually representing themselves to be doing college work in the liberal arts. The figure does not include the special colleges of barbering, business, art, music, law, dentistry, medicine, theology and bricklaying, etc. The entire ninety-three professed to be doing high-grade work in such subjects as were commonly offered in the best of the group, a particular college frequently emphasizing the field which the leading professor favored most. But few of these colleges had any equipment worthy of the name. Some had been promoted as purely business enterprises, and the others were nearly always cramped financially. One college in particular was rated by an inspector from the University as follows: endowment \$1,800, value of maps and charts \$10, library 500 volumes valued at \$250, chemistry laboratory \$30, physics laboratory \$20. There were not many that bad, but only a few had really passable laboratories and libraries.

Their teaching was in keeping with their equipment in quality as well as in variety, although here and there able and competent teachers were doing good work. There were almost as many plans of education as there were colleges. There was little attempt to follow any educational system except in three or four groups of church schools, but in the colleges of a single church there grew up jealousies that made close coordination impossible. Nearly all, however, offered and conferred bachelors degrees, several granted masters, and a few doctors. Most of these colleges could show a respectably long list of students counting their sub-college and special enrollments. A University inspector reported that a certain college had "about eighty to a hundred students of all ages and sizes following a curriculum that extended from the primary grade to philosophy and theology."

Of the entire ninety-three higher institutions referred to, three were recognized universities, St. Louis, Washington, and

Missouri, five were state teachers colleges and five or six others were colleges doing four years of acceptable college work. The remaining seventy-nine or eighty were doing work of varying degrees of merit, very little acceptable for advanced standing in the University and much of it not considered satisfactory even for secondary credit. The reason, of course, is obvious. The plan of study of each college was largely a matter of individual opinion, accordingly, there were almost as many different plans as there were colleges. They could not all be best, indeed only a few were good and most of them would be condemned as decidedly inferior by modern educators. The multiplicity of plans made any sort of system impossible. Students transferring from the public schools to these colleges or from one college to another seldom were able to articulate their work for the very good reason that the colleges themselves did not articulate. The waste in the student's time and efforts was discouraging.

The situation in Missouri perhaps was no worse than in other states but in the views of the colleges themselves, and more especially their patrons, it was bad enough to require action. A small number of the better but not standard colleges implored the University to establish standards the observance of which would insure the acceptance of their credits by the University. During this time the requirements for admission to the professional schools of the University had been increasing steadily and the work of the College of Arts and Science had been modified somewhat to meet demands made by the professional schools for two years of liberal arts work asked for admission to these schools which in the main wanted two years work extending and supplementing the training of the high school, but wanted that work to be of college grade. The changes made necessary in the College of Arts and Science to meet the new demands resulted in a rather sharp differentiation between the upper two years and the lower two years.

The function of the colleges was never before so clear. Why not offer only two years work corresponding to the

freshman and sophomore years in the University? The public high schools were driving many of them out of the field of secondary education. They could far better serve the state, or society if you prefer, in giving up some of their more ambitious aims and concentrating their energies on two years of sound, fundamental, genuine college work. That is exactly what a few of them in 1909 proposed to do.

Standardizing a two-year college at that time presented its difficulties. No standards had been defined; there were no models to follow. Early in 1910, however, the University, through a special committee after fully considering all the problems involved, undertook the task. It was a year before any very definite standards were worked out. From the outset it was realized that the standards necessarily would be rather rigid, but it was thought that a few of the schools concerned could meet fairly high requirements by minor adjustments in teaching staffs and curricula. The University was already a member of the Association of American Universities and thus represented standards not peculiar to itself, but standards based on the ideals of the leading universities of the land. The far thinkers in these colleges were not slow to recognize the advantages accruing from affiliation with the University which in a sense must give colleges so affiliated national recognition.

The standards adopted in 1911 are substantially the standards of today. (I shall not take time to recite them but you will find a copy appended.) I might add, too, that those standards which since have been modified only slightly are substantially the same as those that have been adopted by the North Central Association.

It was not until two years later that any college reported itself as ready for inspection under the newly adopted standards. The University committee visited and inspected the schools desiring affiliation. In March 1913 appeared the first list of formally accredited junior colleges. The list contained the names of four schools. Today there are nineteen and the number is increasing.

Of the ninety-three institutions that flourished to a greater or less degree between 1900 and 1910, sixty, including a university, so called, have faded out of the picture completely. Another university has been made over into a good four-year college. At the present time, I believe, there are but one or two higher educational institutions in the state offering a liberal arts course that are not accredited by some recognized agency either as a standard four-year or junior college. I should explain that I have left out of consideration four recently organized junior colleges that should be able to meet all requirements within a year. These four have been partially approved.

As referred to previously, the request for standardization came from the colleges themselves. The members of the junior college committee appreciated that it would be to the mutual benefit of the colleges and the University to maintain very close relations with the accredited junior colleges. A smaller committee was appointed, to be known as the Visiting Committee, to inspect regularly the schools accredited or those desiring that affiliation. This committee, of course, is cordially received and is always cooperated with to the limit of the resources of the college. The committee as yet has not seen its way clear to extend blanket credit. Work is approved course by course and year by year, so that any junior college knows at all times what the committee thinks of it, and where improvements are needed. Qualifications of the teachers are inquired into as carefully as the academic work offered. Suggestions are made for further preparation of teachers and for reconstruction of curricula and teaching schedules. In short, the Visiting Committee serves as a general advisory body. Ordinarily this committee consists of three members. There are times, of course, when it becomes necessary to include an additional member or two on the Visiting Committee to give particular attention to some of the junior college work outside the field of one of the regular members. Any extensive junior college work in music, for example, calls for a special inspector for that subject.

One of the most vexatious minor problems that several of our junior colleges have to deal with is that of records. But few of the schools are financially able to organize and continue any elaborate system for keeping records in a way that would pass muster with members of this Association. This year, for the first time, my own office has undertaken to prepare a model set of record forms that will be satisfactory and yet not unduly expensive. (I wish to add parenthetically that some valuable suggestions concerning records have come from Miss Movius of The Principia. The Principia is one of the best of our junior colleges.)

There has been a steady improvement in the standards of all but a few of our junior colleges. And our committee has hardly found it necessary to increase its formal requirements. The scholastic requirement of teachers has been made more positive and the library and laboratory requirements more definite.

At the beginning of this paper attention was called to the apparent tendency prior to 1910 to establish church school systems. I asked that you bear that point in mind. In the last few years exactly the opposite course has been taken. One church in particular has abandoned, if I remember correctly, three colleges in the last two years. But in so doing that church has concentrated its efforts and strengthened its remaining schools, already strong institutions. I was informed recently by one who helps guard the educational strong-box of another church, that his church plans to concentrate energy and, what is more important, money on fewer and better colleges. So much for the reorganization of existing colleges.

Apparently the day of new colleges organized by the churches is about over. With the ever-increasing cost of maintaining the schools, the churches are doing well to keep their present schools going, which in fact is more than some of them have been doing, as was just observed. The new junior colleges today are the public junior colleges. In Missouri we now have three, those maintained by the school

districts of Kansas City, St. Joseph and Flat River. There is another coming on at Trenton which is this year offering the first year's work. The second year will be added next year and the school then should be able to meet all conditions for approval. A half dozen other communities at present not served by existing junior colleegs are considering their establishment.

The University is prepared, through individual experts on the faculty other than the members of the committee, to advise in the organization of new junior colleges. A community desiring this service may have a member of the University faculty make a complete survey of the school situation in that community. If there appears to be slight demand for a junior college in that locality or if the school district can not afford the expense, the survey will tell. If, on the other hand, a junior college is clearly justified and it can be afforded, every assistance desired is furnished, from the exact location of the college building to the hiring of teachers. Then the Visiting Committee comes along to test the wisdom of the expert.

Since the junior college is an important part of our educational system, we naturally are interested in knowing how its graduates stand the test of competing with students having spent their freshman and sophomore years in a four-year college or university. The question hardly deserves notice. No investigator so far as I know has been able to show that there is much difference in the quality of work done in their junior year by junior college graduates as compared with those who have done their first two years work in a standard college or university. Professor Koos of the University of Minnesota has arrived at that conclusion and has stated it in almost as many words. Certainly we have found little difference at the University of Missouri. As a matter of fact, for the past three years the grade averages favor the junior college graduates by a few points.

It is not altogether meet for me to assume the rôle of a

prophet, but it does not require a sharp prophetic eye to see perhaps not more than thirty years distant junior colleges almost as numerous as good high school thirty years ago. If that comes to pass, permitting the large universities to relinquish the work of the freshman and sophomore years and so concentrate on graduate work, and also the work of the upper two years, then the junior college in deed will have justified all the efforts exerted to bring it into being.

Chairman WEST: We have seven minutes for a discussion of Mr. Canada's paper.

Mr. ARMSBY: I wish to call attention to one feature of the relationship between the junior colleges and the four-year colleges which I believe Mr. Canada did not mention, and that is the relationship between the junior colleges and the engineering college or the engineering department of the university. The engineering school ordinarily does not specialize very intensively until about the junior year. The first two years of work is preparatory and fundamentally of a different type than that given in an engineering college. We require certain definite subjects and graduates of junior colleges who come to us will have splendid preparation in subjects which they have studied, but they are not prepared to enter our junior class in engineering, because they have not had the proper preparation. The total number of engineering students is rather a small fraction of the total number of college and university students in any State. In Missouri I can say definitely that the engineering schools are not overcrowded. We have a strong feeling that the engineering students would be better off not to go to a junior college first because the junior college is not prepared and probably could not be prepared to give this type of work for the small proportion of students who would want it.

I feel very strongly on this subject. I think that any college is an institution of service primarily and that it should serve its students first of all by telling them the truth. I am not going to mention any names, but we have a student in our institution at the present time who was informed by an official of a certain small college in Missouri in his home town that he could get all the knowledge for his freshman year in that college and get exactly the same work that he would get at either the University or School of Mines in his freshman year in engineering. The boy went there for a year and was transferred to us, and he has roughly one-third of his freshman year to make up because of the training in this small college. While the instruction they give is perfectly satisfactory, they do not offer the type of instruction required as preparation for an engineering course. I think that the junior college is very valuable for any educational system, but at the same time they should be careful in advising students as to just exactly what they can do.

Mr. MATHEWS: I would like to ask Mr. Canada if the medical schools of Missouri accept graduates from junior colleges for the first year in medicine.

**Mr. CANADA:** Yes, they do. We advise all junior colleges to offer work that will prepare for admission to our professional schools. Some of them are not equipped with laboratories, particularly in chemistry, but those that are able to offer the work send us students that do very satisfactorily, and each year we have three or four. Of course, we have only two years in medicine at Missouri.

**Chairman WEST:** It will be necessary for us to leave this topic for the present and to go on to the next paper, which will be offered by Dean C. E. Friley of the Agricultural and Mechanical College of Texas.

**Dean FRILEY:** I wish to ask your indulgence on account of the fact that the subject in its more general aspects was so admirably presented by President Coffman at the luncheon yesterday, but I have endeavored to trace the registrar's developments and have attempted to point out possible lines of future activity.

## THE DEVELOPMENT OF THE REGISTRAR, 1915-1925

By C. E. FRILEY  
*Agricultural and Mechanical College of Texas*

One of the very important and fruitful studies in higher education during the past few years is the study made by many institutions of, by, and for themselves. These activities are due in no small measure to the increasingly keen competition among colleges, and between colleges and other activities, and also to the fact that the state and private benefactors are asking for concrete proof of our faith in our work. The principles of scientific analysis and observation have been applied with excellent results, as in the case of the business world. Prominent among the problems studied are fiscal efficiency, institutional control, administrative machinery, teaching loads, curricula, and use of the physical plant; in short, problems of educational economy and educational efficiency.

Some years ago a prominent educational organization described the Efficient College as one having at least 500 students, 50 teachers, an annual budget of \$167,000, a physical plant worth \$925,000, an endowment of \$2,250,000, and total resources of \$3,200,000. These are important; but of

far greater importance is that intangible factor which may be called the spirit of the institution, from which, if it be the spirit of service, there comes high purpose, enthusiastic and loyal personnel, and efficient procedure for discovering and developing personality and student capacity. This is a problem in higher education that offers a most attractive field for study, and whose solution challenges the best efforts of the investigator.

The development of institutional spirit is very largely the work of faculty and administrative officers. Of the latter, none is in a more strategic position than the Registrar in the matter of directing the course of institutional policy and processes out of which such spirit grows. The remarkable expansion of higher education in the last two decades has thrown tremendously increased burdens on administrative officers, and the Registrar has not escaped his share. On the contrary, he is usually the luckless individual on whose shoulders falls the greater part of these added duties. But with true Spartan courage, infinite patience, and a fine insight into that peculiar type of human nature exemplified by the college professor, he connects the new tasks with the general administrative organization, alters, combines, or eliminates here and there, lubricates it with the oil of common sense, and applies the gas of diplomacy, and the ponderous machine again moves forward toward its goal. Through it all the Registrar has not only managed to escape being overwhelmed by the routine of his office, but particularly during the last decade, he has been able to so broaden his sphere of service and influence that his status as a major administrative officer is definitely and permanently assured.

#### *The Registrar, 1910-1915*

The American Association of Collegiate Registrars is now completing the sixteenth year of its existence. The work of the Association has been accorded national recognition; important contributions have been made to the field of higher education; and the future seems to hold nothing but promise

of even greater achievements. It is to the Association that we must accord the major credit for the Registrar's progress in the last fifteen years. It seems appropriate, therefore, for us to pause and glance back over the path along which we have come—to find our mistakes, if any, and profit by them; to consider, with pardonable pride, our successes and pass them on to others; and to lay our plans for a wider field of usefulness in the future.

The first meeting of the Association was held in Detroit, August 15, 1910, in response to a letter sent out by the registrar and the financial secretary of the North Dakota Agricultural College. Fifteen registrars were present when the meeting opened. A permanent organization was formed under the name it now bears, and thus the work of the Association began.

Lack of uniformity in record forms, the difficulties encountered in the transfer of students from one institution to another, and the natural desire to discuss problems of common interest, were the primary reasons for the organization of the Association. In the first five years of its life the attendance grew from 15 to 46. The programs were largely devoted to the mechanics of the Registrar's work: transcripts, grading systems, record forms, registration procedure, methods of admission, office appliances, statistics, and control of absences. Emphasis on these topics was natural; they represent the bone and sinew of the Registrar's work, and his office could never function smoothly and efficiently until these routine matters were standardized and simplified.

It is interesting to note the wide variation in the duties of the Registrar of 1910. In most cases the duties now commonly understood as belonging to the Registrar's office were scattered all over the campus; only in a few cases was there a definite and consciously planned centralization. The office had developed in an amazingly haphazard manner, the incumbent very frequently being drawn from the ranks of the clerical staff, or perhaps from the faculty, but seldom having any training for the work. His principal duty was that of

recording grades—and in some institutions even that function was delegated to the secretaries of the several colleges.

Beyond that point nearly every phase of the work properly belonging to the Registrar could be found in the hands of some other administrative officer. Preliminary correspondence with prospective students was carried on by deans, secretaries, examiners, entrance boards or registrars; the task of passing on credentials was delegated to a faculty committee, individual faculty member, dean, secretary, examiner, or entrance board; seldom was the registrar entrusted with the determination of advanced standing, although in some cases he appears as a member of the committee charged with that duty; the issuing of class rolls was sometimes in the hands of deans, secretaries, instructors or faculty committees. And as a result of the indifferent performance of many registrars, who failed to see the possibilities of their job, the standing of the office in the institutional organization was by no means as high as it should have been.

Obviously, then, the first task confronting the Association was the determination of the Registrar's duties, his proper status, his proper compensation, and the simplification of the machinery of his office; then, with these matters properly settled, to plan for a broader and more efficient service to the institution and greater recognition for himself as an administrative officer. The names of several former registrars stand out prominently in the accomplishment of this important work: McConn of Illinois, in his study of *The Organization of Administrative Routine in Twelve American Universities*; Tarbell of the Carnegie Institute of Technology, who in 1912 reported the Salaries and Status of College Registrars, showing that the Registrar's average annual salary at that time was \$1700, and that in the great majority of cases the registrars were recruited from various sources without any special previous training for the duties which they assumed; and Hall of Michigan, whose study of the forms then in use for transferring student records furnished the basis for the present uniform transfer blank.

*Development and Expansion, 1915-25*

By 1915 the solution of the most routine problems of the Registrar's Office was in sight. The adoption of the principle that the most efficient system is also the simplest system led to the discarding of many antiquated and ponderous ledgers, and complicated forms that hid rather than disclosed essential information; faculty committees and individual members were persuaded that all matters pertaining to admission, registration, and the keeping of records should be centered in one office. New office appliances were devised, often as a result of the patient efforts of some progressive registrar; and faculties and administrative officers came slowly to the realization that, after all, something good in the way of definite and constructive information might come out of the registrar's office. The development of a uniform system of statistics, largely the work of McConn of Illinois, provided a scientific and promising basis for the solution of such problems as admission, curricula, and methods of teaching, and pointed the way to the solution of many other types of educational problems.

At this point a number of thoughtful members of the Association became convinced that the Registrar's Office offered a much wider field of usefulness than was implied in the mere recording of grades, compiling of statistics, and simplifying of the routine institutional machinery. At best, that was dry work and the Registrar was always in danger of being smothered in the whirling sands of detail. To be efficient, the system must be simple; and if simplified and standardized, why should not the routine work be turned over to assistants and more of his time given to the study of some of the larger institutional problems and the development of a broader sphere of service. The idea of the delimitation of the functions of the Registrar's Office was distasteful to many Registrars, who felt that their greatest need was expansion. At the 1913 meeting, Mr. George O. Foster of the University of Kansas discussed the Registrar's Responsibility to the

Individual Student, aside from his official capacity. At the close of his address the Association accorded him a rising vote of thanks in appreciation of this new vision of their duty. His emphasis on the fact that the Registrar touches the life of every student entering the institution and that his contact is constant throughout the student's college course opened up fields of usefulness to the Registrar that were circumscribed only by his personality, his capabilities and his vision.

At the New York meeting in 1916, President Butler, in his address of welcome, made the following significant statement: "We must not look upon the office of Registrar as primarily a clerical post. I look upon it primarily as an administrative post, requiring a great deal of initiative, with large opportunities for cooperation and service, and one which as it is well or ill-filled, as its duties are discharged with competency or the contrary, may affect, and does effect, very closely and very vitally the significance and the comfort and the happiness of the entire work of the American college or university. The records themselves are secondary; it is the personal service to officer or student, and the personal use that is made of the personal record that distinguishes the progressive and efficient registrar."

The opportunities for service through personal contact and personal influence, are without number. Such service may well begin with the preliminary correspondence; a little human and intimate touch in letters to prospective students, instead of the cold formalism of many letters of information, will help wonderfully to establish a personal relationship between student and college official, and make the student feel before he ever reaches college that there is someone in the organization to whom he might go in case of trouble. It is a mighty important event in the student's life—this thing of selecting a college—and his judgment of an institution is often greatly influenced by the spirit of the first correspondence.

Again, try to put yourself in the place of some timid fresh-

man who finds himself wandering in despair through the labyrinth of registration at the opening of the session. What could be more heartening to him than to meet in person the one with whom he has been in communication in regard to his college career. A great load is lifted from his shoulders at once, and life becomes worth living once more.

Then, in the rôle of friend and councillor, he can steer many a thoughtless youth away from the primrose path that leads to the dean's office, the student council, or the discipline committee. Local conditions will suggest to him other ways of making student life far more worth while than is ordinarily the case. Most of our institutions of higher learning today are suffering from a scarcity of teachers and officers whose sympathies are warm, whose friendship is sincere and whose services are unselfish.

It was at the 1916 meeting, also, that Professor Charles R. Mann suggested the advisability and desirability of the study of educational problems by the Registrar on the basis of the records and statistics reposing in his office. Out of his suggestions has grown the present Committee on Educational Research of this Association, appointed in 1924, following the discussion by the Registrar of Michigan State Teachers College of A Program of Educational Research for Registrars. Before that time, studies had been made by individual registrars, but it was eight years after the matter was first mentioned before concerted action was taken. This is, to my mind, the most important and far-reaching step yet made by the Association; there is no question as to the Registrar's ability to carry out a constructive program of research; the materials for study are at hand and the possibilities are unlimited; the analysis and interpretation of statistical data and their application in the solution of problems of higher education should be an important function of the Registrar in the future. From his unique position in the administrative organization he can view the work of the institution as a whole, and his studies will have the very great virtue of impartiality. He has a distinct advantage over the

deans, who, though capable and well meaning gentlemen, are likely to look upon most educational problems from a departmental point of view. With the modern university president spending most of his time trying to squeeze money out of retrenching legislatures, hard-hearted private citizens, or cold-blooded corporations and foundations, and deans engrossed in the work of their particular divisions, it falls to the lot of the Registrar to assume the lead in working out those internal administrative questions which primarily concern the entire institution.

College administration has been too frequently a hit-and-miss affair. Only in very recent times have university courses been established to study this phase of the educational system, and such courses as now exist are relatively restricted in scope and content; departments of education are still very largely concerned with elementary and secondary school problems; the field is therefore open for a distinctive and valuable contribution to higher education through such studies as those already entered upon by the members of this Association. Every registrar is a potential contributor; the problems vary in different institutions and different localities; with the vast amount of information at hand he is in a position, by virtue of his status as an administrative officer, and through his individual initiative, to take a leading part in the formulation of institutional progress and policies. He will really find very few obstacles in his path; he will be surprised to find how few people are actively engaged in this essential work; and presidents and other administrative officers are usually quite happy to find someone willing to undertake a careful and intensive study of the many problems confronting them, to which they often have very little time to devote.

These suggestions are not altogether new; but they are worthy of repetition. They have been mentioned in previous meetings, and the Association programs of the last few years have shown that there is an increasing interest in the broader phases of the Registrar's work. It is an encouraging sign. Routine is deadly, and we need quite often to have new hopes

aroused, new avenues of service opened to view, new visions of the human side of our job, and a new and increasing faith in its future.

To sum up, the duties of the Registrar may be grouped into three general divisions: routine, personal contact and educational research. Under routine, which may be termed the framework of the job, is included all the multitude of details connected with correspondence, admissions, registration, program changes, absences, grades, reports, permanent records, graduation, schedules, catalogues, statistics, and the enforcement of innumerable faculty regulations; under the heading of personal contact, which I shall call the soul of the job (in the firm belief that the Registrar actually possesses a soul), will come the unlimited human relationships through which the Registrar can often rescue a slipping freshman, spur an indifferent upper classman to greater effort, compose differences between faculty members, and pacify many an incipient trouble-maker with the milk of human kindness; and finally, through research in the problems of higher education, which may possibly be called the intellectual side of the job, the Registrar has the opportunity of attaining a place in the institutional organization, the influence and prominence of which will be measured only by the extent of his energy, his vision and his love for his fellowman.

Some timid souls among us may feel that this is a very ambitious program for the Registrar of the future, perhaps difficult of accomplishment. If such there be I would like for them to consider the story of Bill Jones:

Bill Jones had been the shining star upon his College team.  
His tackling was ferocious and his bucking was a dream.  
When husky William took the ball beneath his brawny arm,  
They had two extra men to ring the ambulance alarm.

Bill hit the line and ran the ends like some mad bull amuck.  
The other team would shiver when they saw him start to buck.  
And when some rival tackler tried to block his dashing pace,  
On waking up he'd ask: "Who drove that truck across my face?"

Bill had the speed—Bill had the weight—Bill never bucked in vain—  
From goal to goal he whizzed along while fragments strewed the plain.  
And there had been a standing bet, which no one dared to call,  
That he could make his distance through a ten-foot granite wall.

When he wound up his college course each student's heart was sore.  
 They wept to think bull-throated Bill would hit the line no more.  
 Not so with William—in his dreams he saw the Field of Fame  
 Where he would buck to glory in the swirl of Life's big game.

Sweet are the dreams of college life—before our faith is nicked—  
 The work is but a cherry tree that's waiting to be picked.  
 The world is but an open road—until we find, one day,  
 How far away the goal posts are that called us to the play.

So with the sheepskin tucked beneath his arm in football style,  
 Bill put on steam and dashed into the thickest of the pile,  
 With eyes ablaze he sprinted where the laureled highway led—  
 When Bill woke up his scalp hung loose and knots adorned his head.

He tried to run the ends of life, but with rib-crashing toss  
 A rent collector tackled him and threw him for a loss.  
 And when he switched his course again and dashed into the line  
 The massive Guard named Failure did a dance upon his spine.

Bill tried to punt out of the rut, but ere he turned the trick  
 Right Tackle Competition scuttled through and blocked the kick.  
 And when he tackled at Success in one long, vicious prod,  
 The Fullback Disappointment ground his features in the sod.

Bill was no quitter—so he tried a buck in higher gear,  
 But Left Guard Envy broke it up and stood him on his ear.  
 Whereat he aimed a forward pass, but in two vicious bounds  
 Big Center Greed slipped through a hole and rammed him out of  
 bounds.

But one day, when across the Field of Fame the goal seemed dim,  
 The wise old Coach Experience came up and spoke to him—  
 "Old Boy," he said, "the main point now before you win your bout  
 Is, keep on bucking Failure till you've worn that piker out."

"And, kid, cut out this fancy stuff—go in there, low and hard,  
 Just keep your eye upon the ball and plug on yard by yard;  
 And, more than all, when you are thrown or tumbled with a crack,  
 Don't sit there whining—hustle up, and keep on coming back."

"Keep coming back with all you've got, without an alibi,  
 If Competition trips you up or lands upon your eye,  
 Until at last, above the din, you hear this sentence spilled:  
 'We might as well let this bird through before we all get killed.'

"You'll find the road is long and rough, with soft spots far apart,  
 Where only those can make the grade who have the Uphill Heart.  
 And when they stop you with a thud or halt you with a crack,  
 Let Courage call the signals as you keep on coming back."

"Keep coming back—and though the world may romp across your  
 spine,  
 Let every game's end find you still upon the battling line,  
 For when the One Great Scorer comes to mark against your name,  
 He writes—not that you won or lost—but how you played the Game."

Chairman WEST: I think everybody realizes the fact that applause  
 at the end of a paper is more or less perfunctory, but I believe this  
 is the first time it has been necessary to enlarge the audience room  
 during a course of a paper. I am very grateful to you, personally,

for one of the suggestions contained in your paper. Dean Friley's paper is now open for discussion.

Mr. GILLIS: The training of the registrar or the development of the registrar is to me a very interesting question, and in the correspondence that I have had with registrars and the questions that they have asked me about their difficulty, leads me to make this suggestion or to give you an experience of my own. First, I might say that the trainer of a registrar is not only interested in his technical training but in his method of dealing with his colleagues. When I was in the public schools it was in a rural district and our playground was outside of the school building. The teacher generally slept during the noon hour. The boys would make a ring, and whether we wanted to fight or not, if we wanted to be in good standing we had to take our turn whenever called on. The larger boys would select them and when a new boy came in they would name some one to go in the ring with him. I had been in a little time, long enough to go the rounds, and I felt that I was getting on pretty well when a new boy came in who was three or four years older than we thought he was. We looked him over and he was a good looking chap, so the boys said to me, "I think you had better get in the ring with him." I did not make any comment and he did not seem excited either. When we started he did not give me any chance. He knocked me down, but every time I came back only to be knocked down again. I thought they should stop the fight but they didn't; they just left me alone. When I got home that evening I began to think if that was not about what I needed. I don't know that in all my life I ever had a lesson that did any more good. When time would come in after life that I did not think people supported me like they ought to and left me alone in a position that was a little embarrassing, I would come back to that lesson and would think that maybe that is what they thought I needed.

If a registrar is to succeed, he must be a person who is technically trained. You younger people may look forward to getting your doctor's degree just like anyone else, but if you want to get recognition and to succeed, you must have training, and you will be disappointed if you do not do everything that is expected of you by your associates.

You must also be a man or woman who will command the respect of your associates. I am reminded of an old colored janitor who said that the man who prays for everything and expects nothing will never be disappointed. You must be the man to whom the students and others will look for help and for the information that they need. There is no person connected with the university that has the opportunity for service that the registrar has.

Chairman WEST: We must now pass to the next paper, but before that I have one or two announcements I have been asked to make.

The registrars of the Mountain-Pacific coast States are asked to meet with Miss Kilbourn, Registrar of Mills College, Oakland, in the corner of this room after this meeting. The registrars concerned have asked to have Miss Kilbourn stand, so that they can see with whom they are to meet.

I am also asked to announce that the University Masquers will produce tomorrow night "Richelieu," which is their big production of the year. Anyone who expects to be in the city tomorrow night will be welcome and will be admitted without charge.

We will now pass on to the next paper, which is entitled "The Part of the Registrar in Registration," which will be given by Mr. J. R. Sage of the Iowa State College of Agriculture and Mechanic Art.

## THE PART OF THE REGISTRAR IN REGISTRATION

By J. R. SAGE,  
*Registrar, Iowa State College.*

When President Tuttle asked me to discuss the Registrar's part in registration he stated that he felt that the Association would be interested in a study of this topic from the standpoint, first, of present practice and, second, of the ideal system. I shall present first the results of the tabulation of the replies contained in approximately 300 responses to a questionnaire which was sent to the entire membership of the Association.

*Size of Institutions.* To simplify the analysis, I have divided the institutions according to enrollment into the following groups:

- Class I, those with enrollments up to 1,000.
- Class II, those with enrollments from 1,000 to 4,000.
- Class III, those with enrollments of 4,000 and over.
- Class IV, enrollment not stated.

The institutions included are distributed as follows:

Class I.....	175
Class II.....	95
Class III.....	19
Class IV.....	7

*Furnishing Blanks.* In response to the question as to whether the Registrar furnishes registration blanks, 259 replied in the affirmative, 28 in the negative. The Registrars who do not distribute blanks indicated that they are given out by various agencies, such as the Dean, the Adviser, Department Heads, Business Office, a Committee, etc. In one institution the forms are sold by the College Book Store.

*Registration Instructions.* One hundred seventy Registrars replied that they are responsible for distributing printed or mimeographed instructions as to registration procedure. In 17 other institutions such instructions are prepared by the Registrar in conjunction with some other person or persons. The remaining institutions hold the following agencies responsible for registration instructions: the Dean, 15; a Committee, 14; the President, 1; miscellaneous, 2. Fifty-three colleges do not have printed instructions of any kind.

*Preparation of Time Schedules.* The inquiry as to whether the Registrar prepares time schedules evidently was misunderstood by some. The purpose of the question was to find out as to whether the Registrar prepares, for the entire institution, the schedule of recitations, lectures and laboratories.

The responses were as follows:

	Class I	Class II	Class III	Class IV
Yes .....	95	48	11	5
No .....	66	40	9	0

In many cases in which the Registrar is not responsible for the recitation and laboratory program, it is prepared by a committee of which he is a member. In a few colleges the dean is in charge of the program.

*Summary Sheets.* One of the most important problems is that of supplying to advisers and deans the information necessary in deciding which subjects may be taken by each student during a given term. In general, the statement should indicate all subjects passed to date, also any "conditions" or "incompletes" from earlier terms, graduation requirements and portion completed. Some of the ways in which such information is furnished are: Course Books, Credit Sheets, Adviser's Certificate, Deficiency Cards, Balance Sheets, Summary Sheets, Distribution Sheets, and duplicates of the recorder's permanent record.

*Advice to Students.* It is difficult to make a general statement in regard to those responsible for advising students as

to the subjects to be taken during a given term. In many institutions advice may be secured from the Dean, the Adviser, and the Registrar, and possibly the head of the student's major department. In studying the results of the question as to who gives advice on this point, it seemed best to include in the figures only the institutions in which one person is responsible. The numbers as follows:

Adviser.....	76
Dean.....	37
Registrar.....	4
Miscellaneous.....	11

*Approval of Subjects Chosen.* The following table shows who are responsible for giving final approval to the subjects chosen by the students:

	Class I	Class II	Class III	Total
Dean .....	69	37	7	113
Registrar .....	29	12	1	42
Adviser .....	24	17	6	47
Committee .....	11	2	0	13
Miscellaneous, and two or more of above persons.....	32*	15	3	50

*Sectioning.* In many small colleges there are only one or two sections in each subject. Students are grouped alphabetically or according to sex, or rating in English tests or intelligence tests. In larger institutions, where sectioning is a more difficult problem, some method of checking is provided whereby the sections are kept as nearly even as possible. When a section is nearly full, further enrollments in that section are denied to all students except those who cannot take the subject at any other time. The method of checking may consist of making up a number of class cards for each section corresponding to the number of persons desired in the section. As soon as these cards have all been assigned the

\* Among these are nine in which the Dean and Registrar must approve, and three in which the signature of either the Dean or the Registrar must be secured.

section is closed. The same thing may be accomplished by checking the sections on a black board or large chart or on class lists as fast as students are assigned to class hours.

*Assessing Fees.* The table below shows, by size of institutions, which officers are responsible for determining the fee to be paid by each student:

	Class I	Class II	Class III	Class IV	Total
Treasurer or other financial officer	59	21	4	1	95
Registrar .....	53	31	10	5	99
Dean .....	8	6	0	0	14
Miscellaneous .....					19

*Collecting Fees.* Fees are collected by the Treasurer or other financial officer in 239 colleges. In 29 institutions, 24 of which are in Class I and 5 of which are in Class II, the Registrar collects the fees. In 16 others the fees are paid to miscellaneous persons such as the secretary, the executive secretary, dean, superintendent, auditor, etc.

*Class Roll.* Class cards or lists are sent by the Registrar to the department concerned in 219 colleges. In 21, the students deliver the cards to the instructor. Other persons responsible for distributing class cards are: Dean, 14; Treasurer, 7; Committee, 4; Miscellaneous, 11. Five replies indicated that neither cards nor lists are used. Class cards are used by 210 members of the Association, class lists by 84.

*Physical Arrangements.* Replies to the query as to who is responsible for making the necessary physical arrangements for the whole registration machine were distributed as follows:

Registrar .....	185
Dean and Registrar.....	30
Registrar and some other person or committee.....	30
Dean .....	18
Committee .....	15
Miscellaneous .....	12
Treasurer .....	1

*Suggested Registration Plan.*

In passing to the second part of this paper, I feel very reluctant to express an opinion as to the ideal registration system so far as the Registrar's part in such a system is concerned. As stated in a large number of replies on this point, it depends upon the size of the institution, the method of organization and administration, precedents already established, and other local conditions.

The returns have shown conclusively that the Registrar should be responsible for furnishing registration forms and for preparing and distributing instructions as to the routine of registration procedure. It is assumed that in the preparation of forms and instructions, as in all other details of registration plans, the Registrar will not take a dictatorial attitude, but will consult all persons directly concerned to make sure that only well recognized institutional policies are incorporated.

The Registrar should provide the Dean or Adviser with a complete summary of all work passed by the students in such form that it will indicate definitely the progress he has made toward graduation and the requirements still to be met.

After the subjects have been approved by the Dean, the students should be assigned to sections by representatives of the Registrar's Office. The problem of sectioning seems to be giving members of the Association more difficulty than any other detail touched upon in this discussion. Although the topic has been on the programs of earlier conventions, it might be well for next year's officers to consider giving this item special consideration. This has not been covered in detail, as it was felt to be outside the scope of the subject assigned.

Time schedules of recitations, lectures and laboratories should be prepared under the direction of the Registrar. This is particularly desirable in case the Registrar is in charge of sectioning, as difficulties experienced in section-

ing during a given year may be remedied in large part the following year by adjustments in the time table.

Opinion as to whether the Treasurer or the Registrar should determine the fees to be paid by each student seems to be about equally divided. In any financial transaction there is an obvious advantage in having the accounts audited—in this particular case, in having the fees assessed by one person and collected by another, as a check upon the first. It seems advisable, therefore, to have the Registrar responsible for assessing the fees which are to be collected in the Business Office.

After the fees are paid, the student should return his receipt to the Registrar as evidence that registration is complete and that his class cards are to be forwarded to the departments concerned.

I have the feeling that such a paper as this is futile so far as modification of present practice in any particular institution is concerned. I trust, however, that this discussion may give some institutions greater confidence in the systems which they are now using and that it may be of help in encouraging other Registrars to go forward with contemplated changes.

Chairman WEST: May I remind you that you are requested in case you arise to take part in the discussion to state your name and the college which you represent, so that the reporter can keep his records clear. This paper is now open for discussion.

Mr. DORCAS: When I first saw the title of this paper, "The Registrar's Part in Registration," I thought that the registrar usually had the whole thing and I wondered why such a paper should be presented. However, immediately I wondered why the paper should not be presented, because I knew at least one registrar who seemed, from a certain point of view, to have nothing whatever to do with the job. Indeed, I myself was asked, "What do you do at registration time?" and when I sought to find out I was unable to specify a single thing that I did. I stayed on the job and just hung round. It reminded me of one time when a good friend of mine came to Iowa City after having spent nearly a whole day in the Iowa City school system. He asked the superintendent what he did, for he could not see him doing anything, and the reply was, "Well, I guess I just kind of keep peace in the family." In the years that

have elapsed and as I thought of my own job, I have become more and more impressed with the importance of keeping peace in the family, and perhaps the best way to keep peace in the family is not to have too many jobs. In our own institution it does seem to me that at registration time about everybody on the campus is a registrar and the more I think about that the better pleased I am over it. The man who is in charge of running a business is the man who thinks. Nearly every day in the year he comes round with suggestions as to ways of improving the business and his suggestions nearly always are to the point. That has been his job, he takes a pride in it, and his suggestions are acted upon. It is the same with the registrar. The others are an arm of the registrar. He has I don't know how many other arms. The deans of men, the chairmen of committees, members of the faculty, and I don't know how many other people. I don't know who really is responsible for the registration procedure in our university, and the more I think about it the better pleased I am that that is the case.

Mr. STEVENS: The lesson that we apparently should draw from this paper and discussion is that the registrar is the person who manages things without being known as the manager. When the sticks begin to fly it is exceedingly fortunate if there is a cyclone cellar in the immediate vicinity. Possibly the registrar in his humble capacity might be obliged to speak softly but carry a big stick. Of course, that big stick is not in the corner of the registrar's office, but with a proper unity of administration there is, of course, authority for all the settled policies, whether it resides in the president, in the personality of a tremendously strong dean or in the authority of an administrative board having power to act.

This paper surely points out the necessary steps in the procedure and there is evidence of the tendency toward centralizing certain responsibility in the office of the registrar.

I doubt whether the registrar can successfully dodge the responsibility. Perhaps you may understand me when I confess that I have looked at this problem both from without and from within the registrar's office during the past few years.

Chairman WEST: Is there anything further on this question?

I think Mr. Sage is to be congratulated particularly because he discussed this question of registration procedure somewhat differently from what it is so commonly discussed, namely, he took into consideration the fact that there were some underlying principles governing the procedure which we have to direct.

We will now pass on to the next paper, the subject of which is "Cooperation between the Registrar and Fraternity Officials" by Mr. H. H. Caldwell, Registrar of Georgia School of Technology.

Mr. CALDWELL: Fellow registrars and recording angels: I have no charts which I expect to show illustrating this paper. The small chart that you see hanging on me, which perhaps you cannot read, has only one line on it "Come to Atlanta in 1927."

Chairman WEST: You are out of order.

Mr. CALDWELL: I withdraw that remark and refer you to the elaboration of the sentence which is posted on the door.

In connection with a little questionnaire which I sent out when this topic was thrust upon me by our worthy president, I received shortly after an answer from a certain registrar who answered my questionnaire in this way. He said, "One, we have no fraternities. Two, I don't have to answer the questionnaire. Three, thank God for both."

I realize that I am to discuss for a few minutes a topic which may not be of interest to those in the class of the man who said, "Thank God for both," so I want to say right now before I begin that you have my permission to walk out of the room if you want to go out and have a smoke or a malt extract or an ice cream soda or anything else. I will not feel offended.

COOPERATION BETWEEN REGISTRARS AND  
FRATERNITY OFFICIALS  
UNIFORM SCHOLASTIC REPORTS

By HUGH H. CALDWELL,  
*Registrar, Georgia School of Technology*

The above sub-title has been given to this paper since it will be primarily an attempt to further the progress which the Registrars have made toward uniformity in their reports on fraternities, and an inquiry as to whether the fraternity officials, in turn, cannot agree that they will all ask the Registrars for the same kind of data. The term, Registrar, as used in this discussion will naturally embrace all collegiate officers whose duties include the recording and reporting of

the marks made by students in those institutions which have fraternities. The term, Fraternity Official, refers to those of various titles who supervise the scholastic records of the several chapters of their respective fraternities.

These two groups of individuals have much in common. Both are frequently perplexed in their endeavors to evaluate the records received from institutions with all types of marking systems. Both, I am sure, are vitally interested in the problem of raising the scholastic standing of fraternity men, who are more often the leaders in extra-curricula activities than in the work of the class room. As Mr. Alvin E. Duerr, Scholarship Chairman of the Interfraternity Conference says: "Fraternities presumably have a selected lot of men; they ought to stand for something distinctly better than is acceptable to the rank and file. Scholastically they do not. We are trying to make them see that they should." Certainly an aim so worthy as this must have all the support which we as Registrars can give it.

While no further reason or apology need be given for this discussion, the immediate occasion for it is found in the following resolutions which were sent to the President of our Association by the Interfraternity Council:

"**WHEREAS**, The Interfraternity Conference has from time to time during the past eighteen years made investigations into the scholastic standing of both fraternity and non-fraternity men in the colleges and universities of the United States, and

"**WHEREAS**, These investigations have been seriously handicapped and the results thereof rendered largely nugatory by reason of the fact that the systems of marking and rating vary so widely in the various institutions of learning, and

"**WHEREAS**, The Interfraternity Conference is about to make the most far-reaching and intensive study of the said scholarship situation in its history, and is prepared to spend a substantial sum of money in pursuit thereof, and

"**WHEREAS**, It is the purpose of the Interfraternity Conference to do all in its power as a result of this study to make the fraternities a constructive force for better scholarship among college men in co-operation with their institutions,

*"Now therefore, Be it Resolved,* That the Interfraternity Conference respectfully requests the American Association of Collegiate Registrars to urge the adoption of:

"(1) A uniform system of compiling the scholastic records of both individuals and groups.

"(2) A uniform practice of determining who shall, for rating purposes, be regarded as members of a fraternity chapter.

"(3) A uniform attitude toward the inclusion of the marks of men who have withdrawn from college during the term or have been excluded by expulsion or suspension from active membership in their fraternities.

"WHEREAS, The Interfraternity Conference has been handicapped in the past years in its efforts to secure scholarship data by its inability to obtain reports from certain prominent institutions which do not issue such reports for groups, and

"WHEREAS, The Interfraternity Conference has been and is unable to co-operate with such institutions in their evident efforts to improve scholarship standing of fraternity men by reason of their failure to issue group ratings.

"Now therefore, Be it Resolved, That the Interfraternity Conference respectfully requests that the American Association of Collegiate Registrars do all in its power to secure the co-operation of all institutions in this direction."

When our President, being a man under authority, who saith to one do this and he doeth it, sent me the above communication with instructions that I discuss it at this meeting, I rashly agreed but soon found myself in a position to appreciate the comment of a fraternity official who said: "I sympathize with you in this gigantic task, which I think is too much for any committee, let alone one man." I need not add that, while I hope some good may be accomplished, I cannot in this brief paper come anywhere within range of exhausting the subject.

My first manoeuver in the attack was to send out a letter to the Secretaries or Scholarship Commissioners of thirty of the larger national fraternities, in order that I might know more definitely just what they wish the Registrars to do. In this letter the resolutions read above were quoted, and opinions were asked for both on the questions raised therein and on a uniform rating scheme similar to that presented by Mr. Armsby at the 1925 meeting of this Association. Replies have been received to sixteen of these inquiries, and, though we might have wished for a larger number, it is gratifying to state that some of those which were received were so cordial,

earnest, sympathetic, and helpful in their suggestions that they have served as an inspiration to our task. While it must be recorded that scarcely on a single point did all these gentlemen agree, I fear that this statement will cause some Registrar to exclaim: "Physicians heal yourselves." For example, one official wishes the marks of each student in his chapter, another the averages, another the number of hours passed or failed, another the number of subjects passed or failed, and five or more are satisfied with a comparative ranking plan which is fairly and uniformly applied.

Before attempting to draw any conclusions, it seemed wise to hear from both sides on these mutual problems. What some were kind enough to call an easy questionnaire was sent to 130 Registrars representing most of the larger and a number of the smaller institutions in this organization. The Registrars were not asked if they regarded a uniform marking system as possible, but if they issued regularly comparative scholarship reports on fraternities; if they included in these reports the records of pledges, students withdrawn from the institution, and students suspended or expelled from membership in the fraternity. They were asked further if they regarded such a rating plan as that presented at the 1925 meeting as practicable, and finally, if they furnished any other special reports on fraternity men.

The fact that 110 answers were received seems to give evidence that there is at least a spirit of cooperation between Registrars and Registrars. Many of these replies were accompanied by letters with additional comments, and by copies of scholastic ratings and statistics which are highly interesting and in some cases amazing in their scope. Special mention is due to the reports issued by the University of Nebraska and the University of Michigan. I present copies of these as "Exhibit A" for your inspection, with the confession that they have inspired me with a feeling of deep humility. It is encouraging to note that, of the 100 institutions whose replies could be tabulated, 91 are regularly issuing these comparative ratings of fraternities and similar groups.

In 62 institutions these reports are compiled by the Registrar's Office; in others by the Dean, or the Dean of Men, or a Special Committee, Clerk, or Statistician. In two institutions the ratings are made by the Interfraternity Council and in one by a student committee. Thirty-three Registrars state that they furnish supplementary reports giving individual records of fraternity men.

Before we attempt to analyze any further the data obtained from these questionnaires it seems best to refer to the first of the resolutions previously read. To the charge that there is a woeful lack of uniformity in our marking systems we can say little more than that we plead guilty. We have not only various systems of marking but also various applications of the same system, to say nothing of the lack of uniformity among the departments or schools of one institution. Perhaps some day a super-man may arise who can absolve us from this guilt, but I see no reason why I should add my head to those which have been bumped already against this wall. However, in passing I cannot refrain from taking one bump at those institutions which persist in giving the higher numerical value to the lower grade or average. If this is not contrary to reason and common sense it is at least contrary to habit and custom. Last year one of our largest universities shifted from reverse into forward drive on this point, and we have hope that the others will not much longer ask us to stand on our heads when we interpreted their records.

In justice to fraternity officials with whom I have corresponded, it should be said that they hardly expect us to perform that miracle of unifying the marking systems, however much they may desire it. Mr. Duerr, already quoted, says: "I appreciate the hopelessness of getting a large number of institutions to adopt the same marking system. Still it is desirable, and, therefore, we wished merely to record our opinion to that effect."

Although a uniform marking system seems now impossible, we should be able, with the progress we have already made, to agree on a ranking plan which might be acceptable to all

the fraternities. A method, which added a new feature to the plans already used by some institutions, was presented by Mr. Armsby at our 1925 meeting and officially endorsed by vote of the Association. Seventy-three per cent of the Registrars who answered my questionnaire stated that the plan was practicable for their institutions, and some stated that they had not tried it. As mentioned above, five fraternity officials stated that such a plan if fairly and uniformly administered would meet their needs. Several others seemed open to conviction. Dr. O. M. Stewart of the Phi Kappa Psi Fraternity says: "We do not care what methods are used provided the method gives fairly the relative scholastic ranking of the fraternities in that institution."

It is not my purpose, therefore, to offer any new rating plan but to add my endorsement to the one which has already been approved, and to make some recommendations as to how it may be applied with greater uniformity, fairness, and possibly satisfaction. Any plan which the student has reason to believe is unjust will fail to accomplish its real purpose. To be fair the ranking must be based on the average of all grades and not on a percentage of work passed, or on a percentage of "A" grades or of "A" and "B" grades. The average grade of each chapter should be compared not only with that of other chapters but also with the average of the whole student body. Unless this latter average is used, a fraternity official can compare his chapter only with the other fraternities, since he has no knowledge as to whether the fraternities as a whole are above or below the college average. In this connection it should be stated that the request has been made by several persons that instead of using only ten plus or minus divisions to show the standing above or below the school average, we use twenty or more divisions. The basis of this request, which seems reasonable, is that nearly all of the fraternities fall in the groups which we now call plus one, plus two, minus one, minus two.

Some institutions list social fraternities in the same group with honor fraternities, professional fraternities, and all sorts

of organizations. This would seem to be unwise because it does not permit the leading chapter of the strictly social fraternities to stand out as number one in its group. Institutions should either make a general scholastic report on all organizations with a separate column for social fraternities, or they should give out to fraternities reports showing their standing in competition only with members of their own group, and with the institution as a unit. The fraternity rating, furthermore, should be made on the work of each term if it is to be most effective. One report made at the end of the year cannot produce such results as a report issued during the second term on the records of the term preceding.

A few Registrars and fraternity officers have objected to the whole idea of a rating plan on the ground, first, that marking systems and standards of scholarship vary widely among different institutions, and second, that the plan is an attempt to measure scholarship with mathematical accuracy. I shall not stop to argue against these objections because I believe that a careful study of the plan as presented last year will show that they are largely unfounded, and, in part at least, are an argument for the plan rather than against it. If we should not furnish the fraternities a report showing their averages, why furnish the marks from which these averages may be made? And if a group average is an attempt to measure scholarship mathematically, what is a "B" to which a numerical value is given, or a "70" or a "grade point" or a "semester hour"?

The second resolution before us asks for "a uniform practice of determining who shall, for rating purposes, be regarded as members of a fraternity chapter." The question at issue here is: Should pledges be included? The Registrars are almost equally divided on this point, and the fraternity officials are opposed to the inclusion of the records of pledges until they are initiated. In most institutions the pledge must serve a period of probation, at the end of which time, if he meets the scholastic standards, he may be initiated. If the chapter to which he is pledged does not

initiate him into membership, is it right to charge it with his deficiencies? Are not the individual and the chapter already penalized? In institutions where pledges are initiated before the end of the first term or semester, their records would necessarily be included because they have become initiates during the term in question. Those who wish to rate the pledges may easily do so by placing them in a separate group.

The next resolution asks for "a uniform attitude toward the inclusion of the marks of men who have withdrawn from college during the term or have been excluded by suspension or expulsion from active membership in their fraternities." Here there are three distinct cases which should be considered in order. In the case of students withdrawn, 60 per cent of the Registrars say that their records should be included. Most of fraternity representatives who commented at all stated that the records should be included only when the student had been dropped for scholastic or disciplinary reasons. College regulations vary so widely on the question of marking such students, that the best we can say is to include all who remain long enough to receive grades under existing rules. Since few institutions record failures against a student who withdraws in good standing, the above principle should not work any great hardship.

On the question of the students who have been suspended or expelled from the fraternity, forty registrars state that their records should be included and forty-eight that they should be omitted. Three fraternity officials are against including these records, but five others draw a clear distinction between suspension and expulsion. They agree that, in those rare cases when a fraternity expels a student from membership, his record should be omitted; but, on the other hand, they present strong arguments and concrete illustrations to prove the danger of allowing a chapter to temporarily suspend its weaker members and thus avoid the penalty of their failures. It would, therefore, seem best that we heed this advice from those who know, and agree to exclude the records

of those expelled but include all the marks received by those who are merely suspended.

The final resolution requests that we do all in our power to impress upon those Registrars who do not make any ratings of their fraternity men that they are neglecting an opportunity to render a real service to their institutions, and that to some extent they are nullifying the efforts of an earnest group of men who are anxious to cooperate with them.

In conclusion and summary, I wish to present the following resolutions:

- (1) That the American Association of Collegiate Registrars wishes to express its cordial, appreciation of the work which the Interfraternity Conference is doing to elevate the scholastic standing of students who are members of their various chapters in our institutions.
- (2) That this Association, having already approved a uniform ranking plan for reporting on fraternity chapters, requests that the fraternity officials agree to accept this in lieu of other types of scholastic reports.
- (3) That this Association will urge all member institutions which have fraternities to make this ranking regularly every term.
- (4) That, in so far as possible, the members of this Association will secure uniformity in making up this ranking by *excluding* (a) pledges who have not been initiated before the end of the period on which the report is based and (b) any student who may have been expelled from membership in the fraternity; and by *including* (a) those temporarily suspended from fraternity membership and (b) those who have withdrawn from the institution after remaining long enough to obtain marks.

As a final word, the solution of these problems is going to demand a considerable amount of patience and forbearance from both parties. I am not so optimistic as to believe that we can get what we desire in a brief period of time; but the

fact that we are making progress gives us some degree of hope and encouragement.

I would like to say that this morning I received a letter from the secretary of the Interfraternity Scholarship Committee. I am not going to read you his letter except one paragraph which I think will be encouraging to a good many of the registrars here. He read a copy of this paper and in the conclusion of the letter he says:

"If you will have the American Association of Registrars pass a resolution including the recommendations that you are making with definite formula for information to be supplied to the fraternity officials, the Inter-Fraternity Council will issue such resolution to its fifty-nine members with the statement that any other information will involve too much work on the part of the registrar and is therefore unreasonable and our members are urged not to ask for it."

Chairman WEST: Do you move the adoption of these resolutions?

Mr. CALDWELLS I have presented a copy of the resolutions to the Resolution Committee and they will come up in that report.

Chairman WEST: Then the paper is open for discussion.

Mr. OLESON: There is one little change in the wording of the resolution which I think would be a good thing, resolution 4 (a) "By excluding pledges who have not been initiated before the time when the ranking is compiled." You mean "Excluding pledges who have not been initiated before the time that the grades for that term have been made." You do not mean the rank.

Mr. CALDWELL: I will be glad to accept that amendment.

Mr. KERR: I would like to ask whether there is any feeling for the use of the ranking system reported by Mr. Armsby, making more than the ten divisions. The point was raised in Mr. Caldwell's paper that some had suggested twenty or twenty-five or even more divisions. I was one of those who suggested that. I found in making our ranks for the term that almost all of the fraternities and sororities feel that with the ten divisions they come very close together and that there was very little distinction between the groups.

Mr. CALDWELL: If Mr. Armsby is here, I would like him to discuss that point.

**Mr. ARMSBY:** There is no real reason why there should not be any number of groups, any number that anybody wants. I had two reasons for proposing ten rankings. First, the decimal scale is much the easiest scale for anybody to understand and I personally would think that they might yet subdivide into further than ten, but 100 would be too many.

The second reason we had for proposing ten ranks was this, it is a growing practice in schools to report individual student grades by a letter designation, which letter may include as much as ten per cent of a percentage scale. This means that we are all realizing more and more that it is impossible to grade an individual student down to one per cent or to a fraction of a per cent. Now, if we take twenty students having five subjects, that gives us 100 grades. If we add up those 100 grades and divide by 100, we are not justified in saying that the result is as accurate as the original data, because it is not.

**Chairman WEST:** We will now have a paper on "The Use of Grades in the Personnel Office," which is written by Dr. Esther A. Gaw, Associate Dean of Mills College. The paper will be presented by Miss Clara Kilbourn, registrar of Mills College.

### COLLEGE GRADES: THEIR USE IN THE PERSONNEL OFFICE OF MILLS COLLEGE

By Dr. ESTHER A. GAW,  
*Associate Dean, Mills College.*

One of first problems that arose when I entered upon the duties of the Personnel Office at Mills College was the correlation of the Thorndike College Entrance with college grades. In order to make this correlation, I saw that I could not use the letter grades assigned by instructors. I found Wood's<sup>1</sup> suggestion in the book which was then just off the press. The method of weighting scores is as follows:

#### WEIGHTS FOR GRADES

A = 11
B = 8
C = 6
D = 4
F = 1 (Wood, p. 75.)

<sup>1</sup> Wood, Ben D., "Measurement in Higher Education," World Book Co., 1923.

"The scholarship score is the sum of the products of the grades multiplied by the number of points represented by each grade. The quality grades, A, B, C, D, and F are assigned by numerical values 11, 8, 6, 4, and 1, respectively. A grade of A in a three-hour course contributes 33 points to the scholarship score; a grade of A in a six-hour course gives 66 points. A student who in one semester gets A in six hours of college work, B in 8, and C in 3, would have a scholarship score for that semester of 148."

A boy taking a normal program of 16 hours and making an average grade of C will have a scholarship score of 96; it will facilitate our thinking to fix in our minds that the average scholarship score for one semester is roughly 100, and for a full year roughly 200, and that for two full years roughly 400."—Wood, p. 65

In evaluating the scores the actual number of hours carried by each student was used. There was no attempt made to reduce the actual number of hours to what they would have been if the student had carried the average number, which is about 16 hours.<sup>2</sup> This seems to be the best plan, for the student who is carrying more than the average is really doing more and deserves the correspondingly higher score, while the student who is carrying ten or twelve hours, even if all her grades are high, is really doing less and deserves the correspondingly lower score.

Incidentally I soon found that this distribution of grades gave me a very much more clear and definite way of considering the academic standing than if I tried to think in terms of the usual letter grades. And at this point I want to enumerate the advantages of such an evaluation of grades as this: First—we can take grades as given by various members of the Faculty. The cumulative rating of all the grades for any one semester is probably a fairly correct estimate of the relative position of the student in her class. Second—

<sup>2</sup> The average number of units or hours carried by all Mills College students in the second semester of 1924-25 was 16.2.

the numerical weights adapt themselves to statistical evaluation and we can see at a glance, having the mean and sigma of any class for any semester what the relative position of the student is. Third—some such method of evaluation as this would be very much more reliable way of transferring grades from one college to another than the usual letter grades. The chances are that the distributions of abilities are very much the same in any reputable colleges, but the method of grading undoubtedly is not identical. For instance: in colleges and universities with very large classes the teachers are much less subjected to the temptation to give very high grades than they are in small colleges where each student is known personally. The recent experience at Mills College, shown by the drop in the mean grade for each class from one semester to the next shows the influence of a different attitude in grades on the part of the instructors. The true position of the student based upon her total grades for any one semester is shown however, by her sigma index score irrespective of whether the original scores were relatively high or relatively low. In transferring grades for academic standing from one college to another, a transcript which says that the student is one sigma above the mean or exactly at the Mean or two sigmas below the Mean, etc., of grades compared to those in her own academic year and semester means much more than a mere transcript of letter grades.

A study of Table I will show that the mean score for each year is increasingly great, and that with the exception of Semester VI (Junior) the same is true for scores by semester. This indicates that grades as given at Mills College are increasingly higher as the student goes on. The standard deviations show a decreasing spread of scores, that of the Seniors being only about two-thirds that of the Freshmen. This means that the Seniors are not only graded higher but are graded very much more alike than the Freshmen. In other words grades make less distinction between Seniors than between Freshmen. This is the result of the inadequacies

of the present generally accepted form of grading existent not only in this college but in the majority of colleges and universities. The system of grading A, B, C, D, and E (also called O or F) is one in which it is easy to forget what doubtless what many of the instructors have never known, namely the "defects, essentials and technical details of valid scales.<sup>3</sup> Most instructors do not realize that there is a normal curve of distribution, and that the assumption of equal degrees of difficulty between the units of such scales as they do use is puerile. The system of grading is nothing more than a rating scale, with all the pitfalls of a subjective rating scale. The instructors see that the Seniors and Juniors actually cover more ground and in a more mature manner than the lower division students, and forgetting individual differences rarely grade the older students as low as the younger ones. Another influence affecting the instructors is the undoubtedly weeding out of inferior students. Of the 166 Freshmen in Table 1, many of those receiving the lowest grades at present will not remain when the class is reduced to approximately 80 Seniors. There is this, however, to be said of grades as rating scales, that the ratings are given each semester by three or four or even more different instructors. Quoting Thorndike,<sup>4</sup> "the combined opinion of ten equally good judges will always be truer than the opinion of any one of them . . . (particularly if) the judges are chosen at random." The instructors or judges also have at least the rudiments of an objective criterion in the fact that each one has a definite content in his course of instruction, against which he measures the achievement of the students. These two influences combine to make grades have more reliability than other rating scales.

The reliability of grades between semesters of the same year at Mills College when weighted as described will be seen

<sup>3</sup> Thorndike, E. L., "Mental and Social Measurements," Second Edition, Teachers College, 1922, Chapter II.

<sup>4</sup> *Op. cit.*, page 25.

to be rather high. Table I shows that with the Freshmen the correlation between scores for the first and second semester was .756; for Sophomores that between the third and fourth semesters was .742; for Juniors between fifth and sixth semesters was .744; and for Seniors between seventh and eighth semesters .575. The drop in the Senior year is probably almost entirely a result of the higher mean and smaller spread, since the number of cases is approximately that of the Juniors. The particularly interesting fact about all of the reliability coefficients is that where there is a chance for normal spread, as in the first three years of college grade, the ratings are so high in reliability.

Turning to Table II where we have the study of reliability of grades for one class in successive years, we find much the same results, i. e. correlations of from .62 to .74 between grades for two semesters of any one year. The correlations between total Freshmen and total Sophomore grades is much lower, namely .548.

The reliability of grades as reported by Wood<sup>5</sup> between successive semesters at Columbia varies from .455 to .66. His correlations between the first and third semesters, second and fourth, etc., are as low as .291, all correlations being higher when weighted for quality. My correlations of reliability are even higher than those of Wood and are fairly comparable to his when weighted for quality. If they were corrected for attenuation they would be higher, but I prefer to report them without that correction. The correlation between successive semesters are more truly self-correlations, and therefore indicative of reliability, than those between successive years. This is so, at least at Mills College, where not a few courses are year courses, and where grades for any individual tend to be the same in both semesters of the same course.

I cannot discuss Table III in detail and wish merely to call attention in passing to the drop in the mean of scholarship scores in the seventh semester, following a discussion of

<sup>5</sup> Wood, *op. cit.*, pp. 131-133.

grades in December, 1925. This does not indicate that the seniors did work that was inferior to that of the preceding semester, but rather that the instructors were not giving so many relatively high grades.

In Table IV I give seven illustrations of my use of these grades. The scores given are the sigma index scores obtained from the deviation of any student's score from the mean score of her group, and divided by the standard deviation of the group. The numbers, means, and standard deviations of each group are the same as those in Table II, and the scholarship sigma index scores correspond to the seven semesters of college work. It is evident even to one unaccustomed to statistical usages that a score marked plus (+) is higher than the mean, and one marked minus (—) is lower than the mean. Any score which is between +.68 and —.68 belongs to the middle fifty per cent of each distribution.<sup>6</sup>

Students 1 and 2 have very low scores in the Thorndike Examination, students 3, 4, and 5 have scores very close to the mean, and students 7 and 8 have scores which are respectively in the upper twenty-seven per cent and the upper nine per cent of the group.

In considering the scholarship sigma index scores, they should be thought of as showing the distribution of acceptable college grades. The fact that there should be a possible large spread in college grades is one that is often forgotten. These scholarship scores indicate the variation that actually does exist in grades as given in the present manner, and a low score should not be thought of as one which indicates that the students failed in her college work.

Students 1 and 2 with very low Thorndike scores also have low scholarship scores with a few semesters exceptions. Student 3, with a reasonable and normal Thorndike score, starts out with normal college grades but gradually sinks to the lower part of her class. Student 4 with average Thorndike score has ups and downs in her scholarship scores but on the whole,

<sup>6</sup> Thorndike, *op. cit.*, Table 51, p. 219.

with the exception of her Sophomore year, stays within the middle part of her class. Students 5 with essentially the same kind of a Thorndike score as Students 3 and 4, rises in her position relative to the other members of her class and joins the upper ranks. Students 6 and 7 with high Thorndike scores have on the whole high scholarship scores with some ups and downs. Student 7 has a lapse in Semester III which is accounted for by illness.

Thus all of the eighty members of the senior class can be followed through their college course. The possibilities of the uses of such scores will occur at once to any one interested in or accustomed to consultation with students upon their academic standing. I report these relative positions of the students to departments who are interested in their major students, to instructors who find that they thus have an added item of information as to the capacities of students, and I also report them to the students themselves who ask for the information. I do not burden either students or faculty with scores and their interpretation, but present them graphically on charts made for the purpose.

The scheme upon which I happened in 1923 is not the only one to which this method of evaluation could be applied. It could be used for a distribution of the ratios between units and weights, or it could be used with any system of weighting which seems to give the highest reliability of grades. The reliability criterion is one that should be pursued in the whole subject of weighting, and one to which no attention seems to have been given up to the present time. But whatever the weighting is used, the use of sigma index scores when considering individual cases, it is extremely helpful. Sigma index scores can really differentiate honor students, particularly when the whole academic career is summed up. They show individual characteristics of those in the middle group which are entirely undifferentiated by the crude letter scores, and give shades of difference between those struggling along at the border line of disqualification. They are also

capable of showing the actual position of each student in her group even though the letter grades may vary from year to year. It is possible that such a method of evaluating grades would rescue them from their present uncertainty and give them real meaning.

TABLE I.  
SCHOLARSHIP SCORE AND CORRELATION.  
ACADEMIC YEAR 1924-25.

Semester	No.	Mean	Sigma	I	III	V	VII
Freshmen							
I	166	115.7	24.8				
II	166	119.1	28.7	.756			
I and II	166	234.8	50.1				
Sophomores							
III	127	121.9	23.5				
IV	127	123.7	25.2				.742
III and IV	127	245.6	45.4				
Juniors							
V	76	126.2	25.0				
VI	76	124.4	27.8				.744
V and VI	76	250.6	49.0				
Seniors							
VII	80	125.3	21.4				
VIII	80	127.0	20.0				.575
VII and VIII	80	252.3	36.4				

TABLE II.  
CORRELATIONS FOR CLASS OF 1926.  
THORNDIKE EXAMINATION AND GRADES.

<i>Thorndike</i>	No.	<i>Grades</i>				I, II, III & IV III, IV			V	V, VI	VII
		I	I & II	III	III & IV	III, IV					
Freshmen	157		.686								
Sophomores	102						.304				
Fresh. & Soph.	102								.377		
Juniors	72									.398	
Seniors	69										.442
<i>Grades</i>											
II	115	.715									
III & IV	102		.548								
IV	118			.623							
VI	72								.744		

TABLE III.  
MEAN AND SIGMA FOR CLASS 1926.

<i>Thorndike</i>	No.	Mean	Sigma
Freshman	157	69.6	11.2
Sophomores	102	71.3	10.5
Fresh. & Soph.	102	71.3	10.5
Juniors	72	71.2	10.1
Seniors	69	69.4	12.8
<i>Grades</i>			
Freshmen I	115	113.5	23.1
II	115	116.8	24.0
I & II	157	218.0	53.3
Sophomores			
III	118	120.1	24.5
IV	118	125.9	27.8
III & IV	118	245.9	46.2
III & IV	102	248.5	47.1
Fresh. & Soph.			
I, II, III, IV	102	479.9	75.9
Juniors			
V	76	126.2	25.0
VI	76	124.4	27.8
V & VI	76	250.6	49.0
Seniors			
VII*	69	115.1	22.7

\* Grade-scores VII 1925 are not really comparable to those of previous years.

TABLE IV.

Student	Score	Scholarship Score by Semesters						
		I	II	III	IV	V	VI	VII
1	-1.30	-1.80	-1.24	-.28	-1.08	-.57	-.95	-.87
2	-1.76	-2.89	-.59	-.20	-.93	-1.14	-1.09	-.16
3	-.20	+.41	+.36	-.68	-.97	-1.05	-.52	-1.22
4	+.09	-.07	+.51	-.32	-.82	-.89	+.24	-.47
5	+.03	-.26	+.26	+.24	+1.37	+.63	+.63	+1.89
6	+.75	+.74	+2.51	+1.56	+.47	+.37	+1.50	+.59
7	+1.32	+.22	+.66	-.72	+.90	+1.03	+.13	+2.43

Chairman WEST: We have fifteen minutes for a discussion of this paper.

Miss TABB: I would like to know if the members of the faculty make much use of these scores in the office after they are made up.

Miss KILBOURN: Yes, I think they do.

Miss TABB: Do they refer to them very often?

Miss KILBOURN: They were rather indifferent about the matter at first, but these studies are being presented to them very frequently and we hear that there is more and more interest taken. They are referring to us for these statements.

Miss TABB: Thank you, I will try that myself.

Chairman WEST: We have a few minutes and is there anybody who wish to further discuss this paper of Miss Gaw's or Mr. Caldwell's paper, which are quite intimately related in some of their principles? Do you wish to say anything more, Mr. Armsby?

Mr. ARMSBY: Not unless somebody wants to ask me

Mr. JOHNSON: I wish that Mr. Armsby's method could be distributed among the members.

Chairman WEST: Mr. Armsby, have you copies of the paper which you could give to the new members who did not hear it last year?

Mr. ARMSBY: I could get some, but I have none at the present time.

Chairman WEST: There are copies of last year's proceedings available, I believe, although I do not know for certain.

Is there any further discussion?

May I remind you that the picture in which the figures have been numbered must be taken care of and we want to have the information in order to publish the picture in the proceedings. Will you please put your name in on the number as it appears on the picture.

The meeting this afternoon will begin promptly at 1:30. If there is no objection, we will now adjourn.

(Whereupon, at 11:30 A. M. recess was taken until 1:30 P. M.)

## THURSDAY AFTERNOON

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One-thirty, p. m.

Chairman TUTTLE: Mr. Quick has an announcement that he wishes to make.

Mr. QUICK: Mr. Wilson, who has been taking the individual pictures in the rear of the room, says he is sure that there are a few members of the Association whose pictures have not yet been taken and he would be glad to take them immediately after this session.

With reference to the convention picture, there are still a few members who have not yet supplied their names for the photograph.

Chairman TUTTLE: Mr. West has an announcement to make.

Mr. WEST: We made arrangements with this hotel for a flat rate for delegates and just after we made those arrangements the management changed hands and the new management was unaware of those arrangements. When I had occasion to reserve rooms for some of you he sent me copies of letters he wrote and I discovered that he was not aware of the arrangement, so I called his attention to the matter and the floor manager very courteously and without any demurring said that he would stand by that letter. However, some have been given a rate which is in excess of the flat rate and I spoke to him about this and he told me to say that the flat rate would be adhered to. When you go to pay your bill please bear this in mind. The management is not at fault and if there is any inconvenience or difficulty, they wish to have it corrected.

Chairman TUTTLE: Before the opening of the convention I received a letter from Dr. D. A. Robertson whose paper given at Boulder many of you will remember. This was concerning the proposed college cruise. Dr. Robertson suggested that it might be possible for Professor Lowe of New York

University to be here to make the announcement. I told Dr. Robertson that we had arranged our program and there would be hardly any opportunity for Professor Lowe to present any detailed arrangements for this cruise. Dr. Robertson and Professor Lowe were particularly anxious to have the matter presented to the Association because of the elements of transfer of these graduates which will be involved and I have this morning received a letter from President Thwing which I will ask Mr. Quick to read.

(Secretary Quick reads Dr. Thwing's letter.)

**Chairman TUTTLE:** I have a circular regarding the cruise which I will leave on the desk if anyone is interested.

**Mr. MATHEWS:** What is the date of the letter? Professor Peterson told me that the cruise had been abandoned.

**Chairman TUTTLE:** I think that was the New York University cruise for this year. This is another proposition. The dates are October 2, 1926 to June 1, 1927.

**Mr. E. J. Grant,** Registrar of Columbia University, will now report concerning the Question Box.<sup>1</sup>

<sup>1</sup> By vote of the convention Mr. Grant was requested to organize the questions submitted in the form of a questionnaire and to send one to each member of the Association. The returns will be tabulated and printed in the fall issue of the Bulletin.

## BUSINESS SESSION

**President TUTTLE:** We will now proceed with the business session.

The first item of business will be the report of the Secretary, Mr. Quick.

**Mr. QUICK:** It is quite a long journey from the paper presented by President Coffman to a mere secretary's report. Your only salvation rests in the fact that this will be brief and I shall read it as quickly as possible.

**Mr. President and Fellow Members:**

Your Secretary begs to make the following report for the year 1925-26:

**Membership:** As portrayed on the chart hanging before you, the Association has experienced a remarkable growth since its organization. An increase from 62 in 1914 to 384 at present is a numerical growth which surely speaks well for any organization. The growth has been healthy and is due to the fact that the benefits of membership have been recognized by the institutions enroled. At the same time, it must be borne in mind that considerable credit for this progress must go to those who have been active on our membership committees. For instance, during the past year we have had a 16% increase, due largely to the energetic endeavor of our Second Vice-President, Miss Mary Taylor Moore, assisted by various State representatives. The geographic distribution of the 53 new members included in this year's advance is as follows: Alabama 1; California 2; Colorado 3; Delaware 2; Georgia 2; Idaho 1; Illinois 2; Indiana 2; Iowa 1; Kansas 1; Kentucky 2; Michigan 4; Minnesota 2; Nebraska 3; New Jersey 2; New Mexico 1; New York 6; North Carolina 2; Ohio 3; Oklahoma 3; Pennsylvania 2; Texas 2; Virginia 1; Washington 2; Wisconsin 1. Classified according to the type of institution, the figures read: Universities 8; Colleges of Arts and Sciences 32; Technical Institutes 3; Teachers Colleges 3; Agricultural and Mechanical Colleges 5; Normal Schools 2. Five new members have just been added—making a total of 389.

**Activities:** During the past year, the Proceedings of the 1925 National Convention and the Fall, Winter and Spring numbers of the Association Bulletin have been issued, and, much to the credit of our Editor, Mr. R. N. Dempster, we are reaching one of the goals set at the Chicago convention in 1924. The Bulletin is now, for the first time, on a quarterly basis, and is the medium through which our members receive originals and reprints of papers prepared by fellow registrars and others who write on topics of interest. The material published during the past year has been extremely helpful and our experience forecasts the development of this service into one that will do much toward our advancement. The outstanding need is for a greater number of contributions by the members. The use of the Bulletin for the publishing of progress reports of the Committee on Educational Research is worthy of special mention. The

Committee has conducted endless correspondence in an effort to reach conclusions on problems of vital concern to all members, and it deserves the commendation of the Association for its worth-while endeavor. As reported by Mr. Dempster and members of his Committee, studies on such projects as those treated yesterday are now under way, and the chairman is confident that out of the efforts of these committees some very interesting results will develop. In addition to his service on this important committee, Mr. Dempster represented our Association on the National Committee for Research in Secondary Education at a meeting held in Washington.

Since our last meeting there has been increased activity in the holding of sectional meetings. Successful meetings of the New England, Maryland, Kansas, and Michigan branches have been reported. A meeting at Birmingham, Alabama, attended by representatives from four States was held, and the meeting of the North Carolina Branch will be held on May first. There may have been other meetings, but no reports have been received.

Mr. Gillis has made a favorable report on the annual Institute for Registrars conducted at the University of Kentucky. The total in attendance this year was 36, representing 12 States.

The Association at its 1924 meeting passed a resolution requesting the University of Chicago to organize and conduct an institute for Registrars, and it is a pleasure to advise you that such an institute, the scope of which has been extended to include all officers of administration of collegiate institutions, will be held at the University of Chicago during the coming summer. A further statement concerning new feature will be made later in this session.

Your Secretary has continued the appointments service and during the past year has been successful in the placement of a large percentage of those who have applied for such assistance. The attention of the membership is again called to this feature of Association activity, as it is one that is at the service of all concerned.

The usual service rendered by the office in handling a steadily increasing amount of correspondence continues, and through it, registrars representing institutions within a wide area have learned of the activities of the Association and have been aided in the solution of their problems by means of the printed bulletins and letters setting forth generally accepted practices of Association members. This is a feature of our activity which appeals to your Secretary as being one that could be developed to a considerable degree, with profit to our organization and to many registrars from whom we receive requests for assistance. Some means of collection, classification and codification of approved methods of procedure in matters relating to the duties of the registrar would enable us to render a very valuable service to those in need of this specialized advice.

In closing this report, it is quite fitting to thank all the members who, during the past year have aided the officers by making helpful replies to numerous letters and questionnaires calling for information and helpful advice. As chairman of the Committee on Publicity, appointed to advertise this meeting, I desire to compliment the fifty members who carried on extensive campaigns in the States and in Canada. The splendid representation here present is a testimonial to their helpful efforts.

The unreserved gratitude of the Association is due President

Tuttle, who has worked so diligently in the arrangement of such an inspiring program, and also to Vice-President West who, together with his associates in the great institution of which he is a part, has aided so efficiently in preparing for and conducting this most happy and successful meeting.

President TUTTLE: The Secretary's report is received for record.

At this point I want to ask Mr. R. W. Bixler of the University of Chicago if he will make a brief statement about the proposed institute which is to be given at the University of Chicago this summer.

Mr. BIXLER: Just a few statements in regard to this institute.

The plan is as follows: The University Summer Term plans for the following courses: One course on purchasing with special reference to institutions; one on the nature of organization and control of higher education; one on the administration and supervision of academic work in colleges and universities; one on the financial administration of higher institutions and another course on the professional duties of registrars and deans.

These are to be regular courses of the first summer term, June 21 to July 28. At the end of those courses, that is during the last week of the term, there will be a summary of each course, which will constitute the "institute" referred to in the report of the Secretary.

A number of administrative officers have been secured for these courses. For example, Chancellor Capen of the University of Buffalo will offer two courses. Professor Floyd Wesley Reeves of the University of Kentucky will offer two, and we also will be assisted in the course on the professional duties of deans and registrars by Mr. Tuttle and Mr. Gillis. There will also be an opportunity for the administrative officers to observe the unit registration which is carried on at the University of Chicago for the summer term. Registration will be on two days in June, the 19th, which is a Saturday, and Monday the 21st. The registration is to be conducted in the gymnasium and the student will be able to complete his registration in one place.

During the last week (during the institute part of the program) all the administrative officers are invited by the University to attend without the payment of any fees. I am commissioned by the University administration to extend to all a very cordial invitation to attend this part of the program, and also the course, if you are interested at all.

President TUTTLE: I am sure, Mr. Bixler, that the Association would wish you to convey its gratitude to the University officials for their kindness in remitting fees.

Mr. BIXLER: I omitted to say that there are copies of the announcement of these courses on Mr. Grant's question box in the rear of the room.

President TUTTLE: The report of the Treasurer will now be read by Mr. Quick.

Mr. QUICK: All of us regret that our treasurer, Mr. Hillegeist,

is not with us. He was unfortunate enough to suffer a spell of ill health that made it inadvisable for him to be here at this time. I am very happy, however, to report that he is sufficiently recovered to again be about his regular duties, although he did not think he had regained sufficient strength to enable him to make the trip to Minneapolis.

Mr. Hillegeist's report for the year 1925-26 is as follows:

**REPORT OF TREASURER, 1925-1926.**

Balance, April 9, 1925 (see 1925 Proceedings, p. 256).....	\$2,153.06
Checking Account.....	\$1,078.11
Savings Account.....	1,073.44
*Cash on Hand.....	1.51
 *Received \$1.51 from Secretary, balance on petty cash a/c, 1924-25. Deposited 5/18/25 with receipts for 1925-26.	
 Receipts, dues and sale of Proceedings	
(includes cash on hand \$15.00).....	1,867.00
Interest on Savings Account.....	43.20
From Secretary, balance on petty cash account (1925-26. Included in deposit 4/27/26).....	1.85
Total Receipts.....	\$4,065.11
Disbursements .....	1,651.16
Balance April 8, 1926.....	2,413.95
 Balance per Bank Statement.....	\$1,374.29
 Outstanding checks.....	91.98
No. 132 .....	\$13.26
133 .....	54.48
134 .....	24.24
 True Bank Balance.....	\$1,282.31
Savings Account Balance.....	1,116.64
Cash on hand.....	15.00
 Balance April 8, 1926.....	\$2,413.95

## STATEMENT OF DISBURSEMENTS 1925-26.

Date	Checks	Payee	Explanation	Amount
1925				
4/27	105	J. G. Quick, Secretary,	Convention expenses.....	\$16.95
4/27	106	Pittsburgh Print. Co.,	Convention programs.....	32.50
4/27	107	Chas. F. Snow,	Convention picture.....	5.00
4/27	*108	J. G. Quick, Secretary,	Petty cash account.....	25.00
5/1	109	T. J. Wilson, Jr.,	Postage and Telegrams.....	11.16
5/16	110	Univ. of Pittsburgh,	Telegrams, Secretary's office.	10.39
5/16	111	Gertrude R. Schilling,	Clerical help or Secretary....	3.60
6/24	112	J. Howard Carpenter,	Convention reporter.....	192.45
7/13	*113	J. G. Quick, Secretary,	Petty cash account.....	25.00
7/25	114	Univ. of Pittsburgh,	Printing, Secretary's office...	11.82
8/14	115	Am.Coun.on Education,	Dues, 1925-26.....	10.00
9/18	116	J. H. Furst Company,	Printing 1925 proceedings....	784.36
9/23	117	J. H. Furst Company,	Letterheads for Mr. Dempster	13.00
11/2	118	The Horn-Shafer Co.,	Bills for Treasurer's office...	7.35
11/2	119	Univ. of Maryland,	Postage, Treasurer's office...	10.00
11/17	120	Joseph J. Stone & Co.,	Printing, 2nd Vice-President.	15.00
11/21	121	Mary Taylor Moore,	Stamps, 2nd Vice-President..	10.00
11/30	122	J. H. Furst Company,	Printing Fall Bulletin.....	96.62
12/17	123	Katharine Toomey,	Notarial fees.....	3.75
1926				
2/4	124	Erma E. Wise,	Clerical help for Secreary....	12.00
2/9	125	Chas. R. Compton,	Committee exp. premed. blank	14.59
2/13	126	J. H. Furst Company,	Printing Winter Bulletin.....	83.62
3/26	127	Alta Baggott.	Clerical help for President...	3.60
3/26	128	Geo. D. Louden Pt. Co.,	Convention announcements...	24.60
3/26	129	Univ. of Pittsburgh,	Tels., printing, Secy's office...	22.20
3/26	130	Juliette T. King,	Clerical help for Secretary...	24.00
3/29	131	J. H. Furst Company,	Printing Spring Bulletin....	90.62
3/31	132	Johns Hopkins Univ.,	Stamps for Mr. Dempster....	13.26
3/31	133	Johns Hopkins Press,	Bulletin expenses.....	54.48
4/1	134	J. P. Tuttle,	Tels. and stamps, Pres. office	24.24
			Total .....	\$1,651.16

## Note:

\*Check 108, Petty cash account for secretary \$25.00

\*Check 113, Petty cash account for secretary 25.00

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\$50.00

Petty cash a/c expenditures, per secretary's statement

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\$48.15

Amount unexpended, returned to Treasurer..... \$ 1.85

(Secretary's statement attached.)

(Treasurer deposited \$1.85 with other receipts 4/7/26.)

## MEMORANDUM FOR AUDITING COMMITTEE 1925-26

Number of members, 1925-1926.....	385
Number of institutions dues unpaid.....	12
*Barnard College, Columbia University	
**Central State Teachers College	
University of Chattanooga	
Kentucky College for Women	
Loyola College, Baltimore	
Miami University	
Universiy of New Mexico	
***Northern Illinois State Teachers College	
North Western College	
****Shorter College	
Tusculum College	
University of Wyoming	

\*Admitted to membership 4/8/26.  
 \*\*Admitted to membership 12/10/25.  
 \*\*\*Admitted to membership 12/10/25.  
 \*\*\*\*Admitted to membership 1/30/25.

Adding machine lists attached to check book stubs correspond consecutively to duplicate receipts in receipt book.

Total on each adding machine list represents a deposit made in checking account.

President TUTTLE: The report of the Treasurer is received for record.

I will now ask Mr. G. W. Lamke to present the report of the Audit Committee.

Mr. LAMKE: Your Audit Committee has examined the books of Mr. W. M. Hillegeist, Treasurer, and has compared them with the report presented to the Association and we find them to be in perfect agreement. Respectfully submitted, G. W. Lamke, Chairman, Thomas A. Cookson, Caroline B. Greene and Ezra L. Gillis.

President TUTTLE: You have heard the report of the Audit Committee.

Mr. LAMKE: I move its adoption.  
(Which motion was duly seconded.)

President TUTTLE: Mr. J. R. Ellis will make the report for the Committee on Registrations and Introductions.

Mr. ELLIS: Your Committee is glad to report that 155 have passed all entrance examinations and are entered without condition.

Looking over this freshman class, we have decided it is the very best class we have ever seen. We hope that you will be good boys and good girls. Don't throw things out of windows. Don't burn down the buildings and don't fight with the police. Tomorrow you will become acquainted with your instructors. Call on them as frequently as you possibly can. They are as well informed as any

that we can induce to stay here at the salaries offered. This is important! Football practice this afternoon at 3:00 o'clock. We have examined only a partial list of our freshmen, but coach Steimle tells me that he has a nucleus for a grand team,—Stone for center, Barr for guard, Holder for guard, Gripman for tackle, Deters for tackle, Caldwell for quarterback and Quick and Bright for halfbacks.

We find that 152 institutions are represented here, coming from 37 states and from Canada. We find 47 state supported institutions, 5 institutions partly supported by the state, 119 co-educational institutions, 14 colleges for men and 19 colleges for women.

The attendance at the convention banquet was 170 and the attendance at the luncheon given by the University of Minnesota was 178.

The banner delegation was from Illinois. The total was 13. Iowa came second with 12 and Ohio third with 11. We find that while Illinois has the largest delegation, the most active delegation is Georgia; the wittiest and most charming delegation, Virginia, the driest delegation, North Carolina, the wisest and kindest delegation, Kentucky, and the most cordial, hospitable and efficient delegation, Minnesota. (Applause). I did have the most appreciative delegation, Connecticut, but I will have to withdraw it.

Mr. STEIMLE: I would like to instruct this Association that I cannot put a team in the field without a fullback and two ends.

President TUTTLE: The report of the Committee is received for record.

Dr. K. P. R. Neville will make the report for the Committee on Resolutions.

Mr. NEVILLE: The report of the Resolutions Committee is in three parts—more than we have ever had before. They have hitherto been in two parts, but we are growing every year.

Part One is not a part that calls for laughter—it deals with the necrology of the membership.

#### PART I—NECROLOGY

Dr. Alva Otis Neal spent the first 45 years of his life in his native state of Indiana, where he held a series of responsible positions including the presidency of the State Teachers Association. Then the search for health for the members of his family sent him to Arizona, where in 1915 he joined the staff of the University of Arizona. In his ten years there, he proved to his new colleagues his deep-grained sense of absolute justice, his sympathy, his sound judgment, his Christian faith, his relentless devotion to duty. He pitched his conception of the registrar's functions so high that he was a standard bearer of the best ideals of our Association, and therefore, a man whom we could ill spare.

Dr. Levi Asa Stout was one of the fast disappearing class of university men whose names are almost synonymous with the institutions they serve. In Dakota Wesleyan, in the community of Mitchell, in his church life, he was characterized by steadfastness of purpose, clarity and distance of vision, sweetness of character,

and a yearning to help those to whom his experience and his deep insight into the serious problems of youth could be by any chance of even remote assistance.

William Dixon Hiestand, after thirty-eight years of continuous service as registrar at the University of Wisconsin, passed away April 23, 1925, at the age of 65. He had endeared himself to generation after generation, to both students and staff. Always courteous and kind, but refusing to compromise his ideals of scholarship and standards of personal and corporate righteousness, he was a benediction to those with whom he came in closest contact.

Mary Elizabeth Simmons, who died October 19, 1925, had seen seventeen years of service as registrar of Grinnell College. Her primary qualities were devotion and loyalty to individuals, to institutions, to ideals. In the memorial printed in her college paper of November, 1925, occurred these words: "Mary Simmons lived under the compulsion of a great affection and a great faith. She was devotion personified. Her life was a living sacrifice."

Inasmuch as the Association has lost by death these valuable and time-honored members, therefore,

*Be it Resolved*, That the American Association of Collegiate Registrars, assembled in its Fourteenth Annual Convention, express its genuine sorrow for the loss of these loyal and true associates of years past, and that it extend its heartfelt sympathy to the bereaved families. Further,

*Be it Resolved*, That a copy of this resolution be spread on the minutes of the Association and a copy of the resolution be forwarded to the respective families of the members who have been called hence.

May I stop at the end of this section and move the adoption of the report?

Mrs. HARTMAN: I second the motion.

President TUTTLE: I will ask that this action be indicated by a rising vote. The resolutions are adopted unanimously.

Dr. NEVILLE: Part Two divides itself into three sub-heads. One, the Association deeply regrets the absence of its esteemed and efficient Treasurer, Mr. W. M. Hillegeist of the University of Maryland. Therefore,

*Be it Resolved*, That this Association extend to Mr. Hillegeist its warmest greetings and its sincere hope that he has fully recovered his health and will be able to brighten succeeding conventions by his ever-welcome presence.

I so move.

(Which motion was duly seconded and carried.)

Dr. NEVILLE: The next resolution rises out of the paper by Mr. Smith of Michigan and is as follows:

*Be it Resolved Further*, That the American Association of Collegiate Registrars express to the American Council on Education and the United States Bureau of Education its appreciation of the helpful service rendered to the members of the

American Association of Collegiate Registrars and its desire that the Council and Bureau do whatever they can in the way of collecting data relating to the proper methods and ways of evaluating credentials from educational institutions in this and other countries in terms of their educational requirements and units, and

*Be it Resolved Further,* That the American Association of Collegiate Registrars appreciates the privilege of submitting to the American Council and the United States Bureau from time to time problems which present themselves for solution with the hope that ultimately data may be collected which will tend to the satisfactory solution of such problems.

I move the adoption of such a resolution.  
(Which motion was duly seconded and carried.)

Dr. NEVILLE: The next resolution is one for which Mr. Caldwell is responsible, and it is divided into several sub-sections.

*Be it Resolved Further,* That

1. The American Association of Collegiate Registrars express its cordial appreciation of the work which the Inter-Fraternity Council is doing to elevate the scholarship standing of students who are members of their various chapters.

2. That this Association, having already approved a uniform ranking plan for reporting on fraternity chapters, request that the fraternity officials agree to accept this plan in lieu of other types of scholarship reports.

3. That this Association will urge all member institutions which have fraternities to make this ranking regularly every term.

4. That in so far as possible the members of this Association will secure uniformity in making up this ranking (a) by excluding pledges who have not been initiated before the end of the period covered by the report, and any students who may have been expelled from membership in the fraternity; (b) by including the records of those temporarily suspended from fraternity membership and those who have withdrawn from the institution after remaining long enough to make marks.

5. That this Association transmit to the Association of Deans of Men whatever action may be taken on this question.

Mr. CALDWELL: I move the adoption of that resolution.  
(Which was duly seconded and carried.)

Dr. NEVILLE: We now come to Part Three of the resolutions.

*Further be it Resolved,* That the American Association of Collegiate Registrars in concluding its Fourteenth Annual Session express its appreciation of the efforts in its behalf of

1. The management and staff of the Nicollet Hotel, who have placed their service so freely at our disposal.

2. The annual officers for the year, who have succeeded in presenting so varied, colorful, entertaining, and instructive a program.

3. Those not members of the Association who contributed to our entertainment and instruction.

(a) For papers by Dean F. J. Kelly, University of Minnesota; by President Lotus Delta Coffman, University of Minnesota; and by President G. F. Zook, University of Akron.

(b) For other features of the program, as follows: Carleton College String Quartette, Department of Music, University of Minnesota; Minnesota Masquers; Registrar's Office Trio; Staff of the Registrar's Office for Wednesday's delightful tea.

(c) E. B. Pierce, Field Secretary, University of Minnesota, toast-master of the banquet whose conduction of the banquet contributed so much to its undoubted success.

4. The University of Minnesota officers in general and the local arrangements committee in particular for the smooth-working convention plans that put this convention so far in advance of anything we have yet held, and is destined to make all future convention committees and convention cities look to their laurels. In this connection, we wish especially to record our appreciation for the indefatigable efforts of Mr. Rodney M. West, to whom and to whose assistant, Mr. H. G. Arnsdorf, probably more than to any others, the success of this convention is due.

I move the adoption of Part Three and the various sub-sections. (Which motion was duly seconded and carried.)

The Secretary has a report to make on the action of the Executive Committee.

Mr. QUICK: The Executive Committee held a meeting on the afternoon of April 12 and voted unanimously to present this amendment to the constitution for adoption at this meeting. The proposed amendment arose because of the conviction on the part of the Executive Committee that the present definition of "associate membership" was not appropriate and also because of the desire of members of the Association to have membership extended so as to include their ranking assistants.

The portion of Article III of the constitution dealing with the membership referred to in this amendment reads:

"Any member of the Association is eligible for 'associate membership' without fee, upon retiring from office as the registrar of his institution."

The suggested amendment is as follows:

"Any member of the Association is eligible for 'honorary membership' without fee, upon retiring from office as the registrar of his institution and that the term 'associate membership' be redefined as that held by the ranking assistants of the registrars of all institutions represented in the Association. Associate members upon payment of an annual fee of \$3 to be entitled to all rights of membership save that of voting and holding office. Such privileges to include the receipt of the Association proceedings and bulletins."

The Executive Committee presents this for consideration and adoption.

President TUTTLE: You have heard the proposed amendment. What is your pleasure?

Mr. GILLIS: I move its adoption.

Mr. STEIMLE: I second the motion.

President TUTTLE: Is there any discussion?

A MEMBER: Would the fee be institutional or personal?

Mr. GILLIS: The institution would have the privilege of paying it if it wanted to.

President TUTTLE: If there is no further discussion, I will call for a vote. All those favoring the proposed amendment will signify by saying "aye," the contrary "no"; the ayes have it, and it is a vote.

Mr. WILSON: In the matter of 'honorary membership' do these retiring registrars have to make any sort of application for honorary membership, or is that automatic; do they automatically go on the membership list? I have in mind Mr. Pierce, who was a registrar.

President TUTTLE: I should judge they automatically become entitled to such membership.

Mr. Gillis will make the report for the Committee on Budget, which was appointed directly after the convention at Boulder.

Mr. GILLIS: The Committee, after two or three brief meetings, thought it best to submit its report in general terms. We did not undertake to analyze the income of the Association, so we thought it best to lay down some general principles governing the expenditure of the Association funds with this thought in mind, that the incoming president should have an opportunity to make out his budget after advising with the Executive Committee and have a chance to be heard before there is an iron-clad budget adopted.

With this general policy in view, I will read the statement of the Committee.

- I. With reference to the budget, that reasonable expenditures through a budget be authorized for the following purposes:
  1. Convention expenses such as outside speakers, printing of programs, badges, stenographers, etc.
  2. Printing of the Bulletin, or quarterly, including the convention proceedings.
  3. Miscellaneous printing, as Treasurer's receipt blanks, letter-heads, postage, etc.
  4. National Research Committee on Secondary Education—expenses of delegate and annual contribution.

We make this comment on this last item that in case it is necessary to have a delegate at a meeting of another association, if it is appropriate that we be represented, that his expenses also be paid by the Association.

- II. Budget Committee. That a standing budget committee of three members, nominated by the nominating committee along with the officers, be provided; election to be for three years except in the case of the first committee, one of whom

shall be chosen for one year, a second for two years and a third for three years. It shall be the duty of the incoming president, after advising with the Executive Committee, to submit to the budget committee his proposed budget for the new year and no budget may be put into operation until it has been approved by the budget committee. A copy shall be furnished to the President and the Treasurer.

This will give the new president an opportunity to recommend his own budget. The Committee thought this advisable for the coming year and next year we can review the experience of the year and make any needful changes.

- III. Treasurer's Report. That the Treasurer mimeograph his annual report and circulate it among the members at each meeting of the Association—this report to show receipts and all expenditures itemized in detail and stating in each case the amount and the purpose for which spent and the person to whom paid.
- IV. Remuneration. The official load of the Association has been distributed among four or five officers in such a way that it is not unduly burdensome on any one of them. It is therefore recommended that no stipend in any form be voted.

This report was signed by Ezra L. Gillis, J. A. Gannett and E. J. Mathews, the Committee.

I move the adoption of this report.  
(Which motion was duly seconded.)

President TUTTLE: Is there any discussion?

Mr. LAMKE: Will that budget committee be nominated at this meeting?

Mr. GILLIS: Yes.

President TUTTLE: Is there any discussion? If not, all those in favor of the adoption of the report will signify by saying "aye," those opposed "no." It is a vote.

I will now ask Mr. J. A. Gannett to make the report for the Nominating Committee.

Mr. GANNETT: Mr. President and members: The members of the Nominating Committee would like to present its report in three parts, first, the report of the nomination of officers followed by a supplemental statement and lastly, the budget committee referred to in Mr. Gillis' recommendation.

The Nominating Committee begs leave to report the following slate of officers for the coming year:

For President, R. M. West of the University of Minnesota.  
For First Vice-President, J. R. Ellis of Yale University.  
For Second Vice-President, W. M. Hillegeist of the University of Maryland.  
For Third Vice-President, K. P. R. Neville of the University of Western Ontario.  
For Secretary, J. G. Quick of the University of Pittsburgh.  
For Treasurer, Miss L. Bernice Garritt of the Western Reserve University College for Women.

The Committee would like to offer the following supplemental statement concerning the office of treasurer:

Mr. W. M. Hillegeist asked to be relieved of his duties, as he had served for six years (four terms) in this capacity. The Committee was led to accept his resignation through the feeling that although there were advantages in an extended term in lending stability to the Association, yet it seemed unwise or unfair to ask any officer to serve longer than four terms in one office, which according to precedent, is the longest any official has held one office in the Association.

The report of the Nominating Committee on the Budget Committee is as follows:

Chairman of the Committee to serve for one year, Mr. E. J. Mathews of the University of Texas.

To serve two years Mrs. L. G. Hartman of the University of Cincinnati.

To serve three years, Mr. Ira M. Smith of the University of Michigan.

I move you, Mr. President, the adoption of this report.

Mr. GILLIS: I second the motion.

President TUTTLE: It has been moved and seconded that the report be adopted.

I might say here that it is proper for the Chair to receive any further nominations from the floor if there are any such.

Is there any discussion of the Committee's report? If not, all those in favor of the report will signify by saying "aye," the contrary "no." The ayes have it, and it is a vote.

Mr. MATHEWS: Do you interpret this vote to mean the adoption of the policy with reference to the term of service? It seems to be a rather wise intimation of policy and I have nothing further to say if the vote includes the ratification of that statement of policy.

President TUTTLE: I take it that this is merely a statement of the Committee's feeling with reference to the service of Mr. Hillegeist and an indication that the Committee feels that four terms is as long as the Association should ask any one member to serve. In adopting the report the Association quite evidently is endorsing the statement.

Mr. MATHEWS: No separate action would be necessary.

President TUTTLE: Well, if the Convention wishes to express its approval, the chair will entertain a separate motion.

Mr. MATHEWS: I move that, in the judgment of the Association, four terms is as long a period as it could reasonably expect any officer to serve.

President TUTTLE: Four years or four terms?

Mr. MATHEWS: Four terms of continuous service in one office.

Mr. GILLIS: I will second that motion.

President TUTTLE: Is there any discussion? If not, all in favor will signify by saying "aye," the contrary "no." It is a vote.

Mr. R. N. Dempster has a report, I believe, for the Committee on Educational Research and possibly a report of his attendance at the

meeting of the National Committee of Research on Secondary Education.

Mr. DEMPSTER: With regard to the Inter-Collegiate Personnel Bureau, at the last National Convention the recommendations of the committee appointed to consider an Inter-Collegiate Personnel Bureau were referred to the Committee on Educational Research.

After mature consideration, your Committee is of the opinion that in view of the present movement for a reorganization of secondary education the establishment of such a bureau would be an unfortunate and, in fact, an impossible task. We, therefore, recommend that the whole question be laid on the table, and I make the motion to that effect.

(Which motion was duly seconded.)

President TUTTLE: You have heard the motion, is there any discussion? If not, all those in favor will say "aye," the contrary "no." The ayes have it, and it is a vote.

Mr. DEMPSTER: During the past year the Chairman of the Committee on Educational Research was the Association's representative on the National Committee on Research in Secondary Education. In the Winter Number of the Bulletin there was published a report and I will not, therefore, go into detail but will say that I attended the convention representing our Committee on Educational Research.

I. We are of the opinion that this Association should continue its affiliation with the National Committee on Research in Secondary Education and annually appropriate the sum of \$100 as our contribution to the important work of this National Committee. You will note Mr. Gillis' budget recommendation include this item. One hundred dollars was suggested by the Executive Committee. The Southern Association of Colleges has given \$150 and several other associations have allowed the sum of \$100 and I think that a like amount will be sufficient. This amount is approved by the Committee on Educational Research.

II. We recommend that the question of representation on this Committee be referred to your Committee on Educational Research, it being understood that this committee has the privilege of designating members of the Association as representatives when the meetings of the National Committee on Research in Secondary Education are held as distant points.

Our idea is that we do not want to increase the travelling expenses or cause the Association to pay such expenses unless it is necessary and that the Committee on Educational Research should have the privilege of appointing members who reside near the place of meeting and thus reduce the cost of representation.

III. We recommend that the sum of \$50 be set aside in the annual budget for the use of your Committee on Educational Research, this amount to be used exclusively to defray the cost of sending out necessary questionnaires and the postage required for such work.

This recommendation possibly is not necessary in view of Mr. Gillis' report for the Committee on the Budget.

I move the adoption of this report.

(Which motion was duly seconded.)

President TUTTLE: You have heard the report. Is there any discussion? All those in favor of the adoption of the report will signify by saying "aye," the contrary "no." The ayes have it and it is a vote.

Mr. DEMPSTER: This is a matter of information only. I have here the report from the manager of the Johns Hopkins Press, which handled the publication of the Bulletin, and I would state that the total cost, including postage and the handling of the business details, amounted to \$1240.70. We have in the Bulletin 364 pages including the tabular matter, cuts, etc., which makes the cost of the Bulletin \$3.40 per page, everything considered. Subtracting the money we received, \$151, leaves \$1,089.70 and the cost per page to this Association \$2.99.

President TUTTLE: That is for the information of the Association.

Mr. GILLIS: I will take up just one minute on the expenses of the delegates at the last meeting. I wrote to eighty-seven and received eighty-seven replies from those who attended the Boulder meeting. Seventy-five reported that they paid their representatives' expenses in full. Seven paid a certain percentage, like 75 per cent, and four paid the travelling expenses only. There was only one institution that reported that they did not pay any part of that. The average expenses of those who made the report was \$134.89. One had expenses of something like \$300.

President TUTTLE: At the Boulder Convention the Association instructed its Committee on Uniform Transcript Blanks to send the model blank to all medical schools and to invite the medical schools to accept it or to adopt a similar form for certification of pre-medical preparation and I will ask Mr. Compton to make the report of the Committee on Uniform Blanks.

Mr. COMPTON: A year ago at Boulder, this Association took unanimous action on the Certificate of Pre-Medical Preparation, presented by your Committee, in these words: "We recommend that, using this blank as a model form to show what may be done, we invite the medical schools to accept it or to adopt a similar form for certifications of premedical preparation."

Accordingly the model certificate has been submitted to all the seventy Class A medical schools of America, accompanied by forms for replies. We asked (1) If they would accept transcripts on the form recommended and (2) If those which provide a form of their own will, when considering a reprint, give this form due and full consideration. We encouraged also free discussion and questions.

The replies have been a surprise and a delight. They indicate that the medical schools generally have been ready and waiting for just such a move.

The proper officers replied, usually the deans. May we be considered not discourteous if we give only the identifying name of each medical school? Some of the replies had these sentences:

1. Alabama: "I have received the model blank sent me, and I think it is an excellent one."
2. Boston: "It is our opinion that this move on the part of the

registrars will be very helpful to the medical schools and will undoubtedly lead to a simplification in what is now a rather difficult matter."

3. Cincinnati: "We will be glad to accept transcripts on a form such as enclosed, but prefer that the one we furnish be used." And, referring to their own preferred blank, "We will endeavor to incorporate your suggestions in the re-issue."

4. George Washington: "It would aid us and our applicants materially for such a uniform blank to be adopted by premedical schools."

5. Georgia: "We have examined very closely the model blank you sent us a few days ago and think that it is a very good form."

6. Hahnemann: "I desire to state that we are in entire accord with the methods suggested in your letter and will very gladly accept transcripts suggested. I fully realize, as Registrar, the importance of uniformity in record transcripts between schools having a similar purpose and shall be very glad to cooperate completely in any attempt to secure the suggested uniformity."

7. Indiana: "I believe you have under way a very worthwhile matter."

8. Iowa: "Whenever we are confronted with one of the blanks of the American Association of Collegiate Registrars, for the certification of pre-medical work, we always know how to interpret it, and we are glad to accept it."

9. Johns Hopkins: "I am very much in accord with your resolution that a uniform blank should be adopted. I believe that your proposed application blank will do away with much of this difficulty. I shall incorporate some of your suggestions when we have our present blanks reprinted."

10. Maryland: "I do not anticipate having any difficulty in getting printed the form of premedical transcript sheet which was accepted by the 1925 convention of the American Association of College Registrars."

11. Meharry: "I think the blank complete in itself and we as an institution shall be pleased to give credit for the blank. We like the suggestion you make with reference to the optional columns. With your permission I shall be pleased to submit your blank to a Conference of Registrars, Greensboro, N. C., March 26-27."

12. Michigan: "I have examined very carefully the proposed blank for pre-medical courses and I believe it answers every question satisfactorily that might arise in regard to them. I am certain that if all of the colleges giving pre-medical courses would adopt a uniform blank, it would save a tremendous amount of effort in our office here, where we examine the credentials of over six hundred applicants."

13. Minnesota: "I believe that such a uniform certificate will be very helpful and hope it will be adopted for general use."

14. Oregon: "The Committee on Admissions of this school has considered the sample transcript blank submitted by you for an expression of opinion. We feel that the blank would be an acceptable type for uniform recording of academic credit and would be acceptable to this school."

15. Pennsylvania: "I have tried to combine in a proposed new form certain points of similarity to our old form and also to include the suggestions made by you. I, therefore, am sending you a copy of our old blank and the proposed new one. I should like to know what you think of it and whether or not it meets your approval." It did. It incorporates our form.

16. Our correspondent in one of our large state universities writes: "The secretary of our college of medicine . . . has sent me your letter of January 8. I am returning, herewith, the slip enclosed duly filled out. All success to you in your endeavor to get some sense into the heads of some of these medical schools."

17. St. Louis: "We have long felt the need of greater uniformity of transcripts and hope that some such form as you have prepared may be used generally."

18. Tufts: "Uniformity in the matter of blanks which contain information in regard to pre-medical courses is very desirable."

19. Vermont: "We think the blank should meet with general approval."

20. Yale: "If the majority of schools prefer a standard transcript form, the one you submitted is good." They evidently do.

The Medical schools that already indicate co-operation in this movement are listed by the characteristic part of the name.

First: Those that will accept transcripts on our form:

Albany	Minnesota
Boston	Missouri
Buffalo	Nebraska
Cincinnati	North Dakota
Colorado	Oregon
Columbia	U. of Penn. (incorporates it)
Dartmouth	St. Louis
Detroit	South Dakota
George Washington	Stanford
Hahnemann	Syracuse
Howard (if all schools adopt)	Tennessee
Illinois	Texas
Indiana	Tufts
Iowa	Utah
Kansas	Vanderbilt
Long Island	Vermont
Marquette	Virginia (School of Medicine)
Maryland	Washington U.
Meharry	West Virginia
Michigan	Wisconsin

There are 41.

Second: These that will cooperate.

Alabama	South Carolina
Georgia	Tulane
Johns Hopkins	Western Reserve
New York University	Women's

There are 8 more.

That makes 48 at least that will cooperate. Only 3 answered without giving a favorable result, but when they know more of the movement they, too, will no doubt fall in line. That makes the vote 48 to 3, or less, out of the 70. Surely enough to insure success. We count on getting about 66 out of the 70 to start with. We only need to go on. The spirit has been fine.

Two interesting developments have come out of our friendly correspondence. (1) The medical deans see the value of fewer confusing forms quite as readily as we registrars do. We only saw it first. (2) Their reason for getting out the pre-medical forms is that many colleges furnished poor transcripts. There are two areas of need for both the medical schools and for the colleges, viz.: To get fewer and better pre-medical forms and to get more uniform and better official transcripts. The medical correspondence beckons us on with these two jobs.

Some have suggested that we seek the cooperation of the Association of American Medical Colleges, and we have made a start. We saw the Secretary, Dr. Zapffe, in Chicago last Monday. He said, "I have for some years tried to get something done by cooperation of educational agencies. Your letter gave the first ray of light. You tell your Association to appoint a Committee to present the matter to our Association in Cleveland next October." Others suggest the National Board of Medical Examiners. This may lead on to fuller cooperation in the state forms. The Secretary is surely approachable. For, one time, we suggested an improvement in their form and it was immediately accepted and put into operation. These men are keen enough and sympathetic enough. They simply do not have time. This Committee knows this work takes time, study and patience. We have had four years of experience.

The Committee has in mind one other agency, but it is too soon to speak of that now.

Please note that our first list, of forty medical schools that are willing to accept transcripts on our model pre-medical form, is usable now for any registrar who is prepared to take advantage of the offer. (But note that Howard has a proviso, and, for Pennsylvania, get their printed form.)

It is reassuring indeed to find that every question raised about our model Certificate could be met without doing it any violence. In most cases we merely needed to point out how the blank can be used to handle the point raised. In others, when an added feature was wanted by one or two medical schools, they were advised to go right ahead and add that on their form, as most schools would not care for it. When a medical school wishes simply to omit some feature, we say all right, omit it from your form. Omissions or additions are not objectionable to us *provided they do not ask registrars to work over* the same facts and give them in a *new way*; for transcribers, that would mean some more of the old confusion of which we are trying to get rid. As thus explained, our model form still stands adequate to answer all questions and to meet all objections. It has stood the test of all criticisms. But hold on. There is just one demand that it will not fully satisfy. It is easily in the power of this Association to meet that demand, if you will. To wit:

There is a third group of medical schools,—not many, but they

are good ones—which want the subjects *by years* the same as on a transcript, viz.:

California	Rush
Harvard	Yale

They have valid reasons. They want features that the Certificate can show, but the transcript is more certain to show and in a more convenient way: (a) All courses. (b) Sequence of studies in order of time. (c) Improvement or deterioration as the student goes on. (d) Conditions and incompletes. Can we not offer them the same blank, only arranged by years instead of topically? (1) The medical schools are meeting us with such splendid spirit of co-operation that we surely cannot withhold this concession. (2) It would meet the medical demand for better transcripts when transcripts are used. (3) It will help bring to book colleges that have inadequate transcripts. (4) We are prepared to handle that concession and it would be as easy for registrars as the Certificate form; we think more so. (5) Our Committee's form by years makes the laboratory sciences stand out more prominently anyway. And this largely compensates for loss of the printed topical order. Indeed, it may be too early yet to say it, but your Committee sees ahead enough to predict that the time will come when the Transcript will increase and the Certificate wane. We had better be wise and get ready as that change comes on. (6) Our correspondence indicates that this would please about fourteen medical schools and would add about eleven to the forty-seven already listed as co-operating with us. This would bring the total to fifty-eight out of the 70 Class A medical schools. We beg leave to recommend:

1. That the Committee be directed to go forward to get the widest possible co-operation on the model form for Certificate of Pre-Medical Preparation, in the spirit of this report, including its presentation to the Association of American Medical Colleges.
2. That, in addition, the Committee be authorized to offer a similar optional blank for general transcripts, omitting the printed course titles and the column for years-when-taken.
3. That the Committee be directed to continue the work assigned it by this Association in 1924. Viz.: To "act as an advisory committee" to registrars conferring about new forms, to "get the approval of the Committee as conforming with the recommended blank."
4. That a third member be appointed on the Committee to succeed Mr. J. G. Quick, who resigned. We beg leave to nominate Mr. Lamke.

I move the adoption of the report.

(Which motion was duly seconded.)

President TUTTLE: You have heard the motion. Is there any discussion? If not, all those in favor will say "aye," the contrary "no." The ayes have it, and it is a vote.

Under the provisions of the constitution it is the duty of the incoming Executive Committee to decide upon the place and time of the next convention. The present Executive Committee has a considerable amount of material here to turn over to the new Executive Committee. I might here mention the invitations which we have received: A telegram from West Baden Springs; Chicago invites us with a very beautifully prepared invitation from the Association of Commerce; we have a telegram from the Springfield, Massachusetts

Association of Commerce; the President of Temple University of Philadelphia and the Chamber of Commerce of Philadelphia; an invitation from Pinehurst, North Carolina; a letter from the Mayor of Montreal, Canada, asking us to meet in that city; an invitation from Madison, Wisconsin; a similar request from Memphis, Tennessee; also from Seattle, Washington; and from Nashville, Tennessee, representing eleven educational institutions located in Tennessee.

In addition to the material circulated during the convention, I have several letters concerning the possibility of the Association's meeting at Atlanta.

Mr. MATHEWS: Where is Atlanta? (Laughter.)

President TUTTLE: Ask Mr. Caldwell. Well, I believe it is entirely proper to ask for a discussion of this material, yet under the constitutional provisions this matter is in the hands of the next Executive Committee.

Is there any wish to discuss this matter at this time?

Mr. CALDWELL: Our president mentioned that he had received invitations from other cities than Atlanta, but he did not mention the different organizations and individuals representing Atlanta and the State of Georgia, but I stand here as representative of the Governor of Georgia authorized to speak for the entire population of the State. I had in mind a brief address on the beauties of Georgia in springtime, but through the exercise of a great deal of self-denial on my part, I feel that it would not be fair to keep you here longer than is necessary. I would like to ask, however, that you allow me to call on Mr. Clark to read two or three short letters and then permit me to follow with two or three brief telegrams. Then we will rest our case.

(Which letters and telegrams were then read.)

President TUTTLE: The matter of selecting the place for holding the 1927 convention is now in the hands of the new Executive Committee.

In order to save the Association some expense I will ask the members please to leave their badges at the registration desk, at the close of the convention. I would also remind you that you can get announcements concerning the Chicago institute in the rear of this room.

Mr. I. M. SMITH: May I present a resolution?

*Resolved*, That it is the sense of the American Association of Collegiate Registrars that it would be desirable for the Association to hold membership in the American Council on Education and that the Executive Committee be instructed to take such steps as are necessary to bring about such membership.

Mr. MATHEWS: I move the adoption of that resolution.  
(Which was duly seconded.)

Mr. DEMPSTER: I think we are a member of the American Council on Education. I have been so informed by Mr. Quick.

President TUTTLE: Is there any further business? If not, the Convention is adjourned.

(Whereupon, at 4:15 o'clock p. m., April 15, 1926, the Fourteenth National Meeting of the American Association of Collegiate Registrars adjourned.)

